

Family and Consumer Sciences Education



**Idaho Division of
Professional-Technical
Education**

Adult Living
Activity/Resource Guide

Grades 11-12

Developed by
Idaho State University
Family and Consumer Sciences
for
Idaho Division of Professional-Technical Education

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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry representatives and educators. For development of the Adult Living Curriculum the majority of committee members were educators who have taught Adult Living and were recommended by their colleagues. Industry personnel were included as part of the committee where their expertise and opinions were required. The new Adult Living curriculum framework was developed by state staff and university personnel using the National Standards for Family and Consumer Sciences Education and the current Idaho Adult Living guide. The curriculum team wrote, reviewed and revised the curriculum framework. This report was prepared upon completion of the committee's assignment. The list of key competencies and performance indicators prepared by committee members reflects the knowledge and performance indicators prepared by committee members reflects the knowledge and skills currently recommended for students in Adult Living course. Students who complete this course will be better prepared to meet the challenges of living and working in today's society.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall outcomes, key competencies, and performance indicators. The committee prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that the program meets the minimum standards for operation. Schools offering Family and Consumer Sciences Education should use advisory committees to reflect local and community needs.

The Curriculum Guide is also used as the primary list for generating student profiles. The profile is used as a cumulative record of each student's progress and serves as proof of instruction for articulation purposes. They have performance scales for each indicator so that student competence can be recorded.

ACKNOWLEDGEMENTS

The curriculum committee process involved personnel from Idaho high schools, Idaho State University, and the Idaho Division of Professional-Technical Education. These individuals served with the approval of their employers. The Division of Professional-Technical Education provides reimbursement for travel and meal expenses. The following people gave their time The Idaho Division of Professional-Technical appreciates the outstanding work of the committee members and their employers who supported their participation. Thanks to the following individuals for their contributions of activities, websites, lessons, and/or resources and for their assistance in editing and revision/

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ADULT LIVING

COURSE DESCRIPTION:

The Adult Living curriculum focuses on the young adult as an individual preparing for responsibilities in a home, family, community and work environment. The student will gain relationship and life skills, knowledge of parenting roles and responsibilities, problem solving, resource management skills, leadership and employability skills. Adult Living is designed as two independent but sequential semester/trimester units recommended for 11th and 12th grade students. One semester/trimester will focus on life management skills and the second will focus on relationship skills. A community service or service learning experience planned as a part of this course is desirable. The student youth group FCCLA (Family Career and Community Leaders of America) is an integral part of the Adult Living curriculum.

IMPORTANT INFORMATION

Delivery of the Adult Living Curriculum

It is recommended that this course emphasize full-class participation, teamwork and individual projects and/or study. The teacher(s) is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take actions for the well-being of self and others in the home, workplace, community and world. Students also practice action through participation in FCCLA, Family, Career, and Community Leaders of America, a co-curricular student organization that has the family as its central focus.

Teacher Qualifications

The teacher of this course must be certified in Secondary Education and endorsed in Family and Consumer Sciences Education. It is highly recommended that teachers have industry experience or a recent internship experience to gain knowledge about career opportunities in family and community services occupations.

Length and Level of this Course

This course is a one or two semesters/trimester experience preferably at the 11th and 12th grade level.

Recommended Resources

Adult Living Activity/Resource Guide, 2010

Material from the current curriculum material list for Family and Consumer Sciences

Career Pathways

This course is recommended for all students as the content helps students develop essential life skills and relationship skills necessary for living and working in a diverse, global society.

Table of Contents

The following is a list of sample activities that correspond with the Human Services curriculum framework competencies. This is only a guide; it should not limit other possible combinations and should be used only as a reference.

Sample activities help teach more than one competency and also the variety of activities for a particular competency. It will be the decision of the professional teacher to decide where these fit best into their curriculum.

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RESOURCES

01. EXAMINE AND FACILITATE PERSONAL GROWTH AND DEVELOPMENT

Competencies

-
- 01.01 Analyze the Impact of Self-Concept on Personal Relationships
 - 01.02 Create a Culture of Health and Wellness
 - 01.03 Analyze Various Relationships (perhaps separate dating and marriage)
 - 01.04 Demonstrate Communication Skills that Contribute to Positive Relationship
 - 01.05 Demonstrate Teamwork and Leadership Skills
 - 01.06 Develop Conflict Resolution techniques.
 - 01.07** Develop a Tolerance for Diversity
-

Books

- *A Second Helping of Chicken Soup for the Soul* – Jack Canfield, Mark Victor Hansen, 1995.
See: the Cowboy Story – This short story deals with goal setting.
- *Activities That Teach* - Tom Jackson, 1993. Red Rock Publishing.
ISBN: 0-9664633-1-5 To order, call: 1-88-588-7078

Videos

- **Rudy** (1993) PG
Sean Austin stars in this heart-warming story of a blue-collar kid who is committed toward realizing his dream of becoming a football player for Notre Dame despite tremendous obstacles. This movie deals with goal setting and self-esteem.
- **Sandlot** (1993) PG
This movie set in the 60's follows the young sandlot baseball team and deals with the issues they face in accepting others, friendships, and facing their fears.
- **Quarterback Princess** (1995) Not Rated
Tami Maida (Helen Hunt) is an ordinary, average high school girl with an extraordinary dream. She wanted to play quarterback on her high school football team. Her valiant struggle to realize that dream provides an inspiring drama.

Web Sites

www.pamstenzel.com: Love Lessons, Sex Has A Price Tag, Sex Ed, Parents Matter, Time to wait for Sex, all are DVDs. Also, order Making Virginity Possible, Navigator, Game Plan

- www.learningzoneexpress.com
- www.albersons.com
- www.sparkrecipes.com. Mission Statement Builder for Teens
- Franklin Covey (Key Competency: 1.02) www.franklincovey.com

Other Resources

- Idaho State Library
325 West State
Boise, Idaho 83702
Reference Desk: 208-334-2150
- BioDots International Inc.
P.O. Box 2246
Indianapolis Indiana, 46206
Phone: 1-800-272-2340 / FAX: 317-931-0488
Packages of 100 / \$10.00 each, 400+ \$7.50 each
BioDots are small round stickers that determine if your body/temperature is reacting to a stressful situation by monitoring color change due to fluctuations in temperature. Have students monitor throughout class or throughout the day.

02. DEVELOPE AND MAINTAIN HEALTHY RELATIONSHIPS

Competencies

- 02.01 Analyze the Impact of Family on Individuals and Society
 - 02.02 Analyze Roles and Responsibilities of Parenting
 - 02.03 Examine Parenting Practice
 - 02.04 Evaluate External Support Systems
-

RESOURCES

Books/manuals:

- *Sexual Harassment in the Schools - A Resource Guide for Administrators and Teachers*. Silvers, Shirley (April 1998). State Division of Vocational Education.
- *The 7 Habits of Highly Effective Families* -Steven R. Covey, Sandra Merrill Covey (1998). ISBN: 0307440850
Steven R. Covey presents a practical and philosophical guide to solving the problems--large and small, mundane and extraordinary--that confront all families and strong communities. By offering revealing anecdotes about ordinary people as well as helpful suggestions about changing everyday behavior, *The 7 Habits of Highly Effective Families* shows how and why to have family meetings, the importance of keeping promises, how to balance individual and family needs, and how to move from dependence to interdependence

- *The Way they Learn* - Cynthia Ulrich Tobias (1996).
ISBN: 1561794147
Cynthia Tobias introduces the variety of learning styles that shape the way students interpret their world. Once these approaches are understood, parents and teachers can help children maximize their learning strengths.
- *The Kid's Guide to Service Projects*. Barbara A. Lewis (1995). Free Spirit Publishing, Inc.
ISBN# 0-915793-82-2.
Over 500 service ideas are given for young people who want to make a difference in their communities, states, and country.

Organizations:

- **The Children's Alliance of Idaho**
200 N. 4th Street, Suite 20
Boise, ID 83702
Contact: Harriet Shaklee, President of the Board of Directors
Internet: Hshaklee@uidaho.edu

Videos:

- **Kramer vs. Kramer** (1979) PG
This drama remains relevant today for couples of any generation. Dustin Hoffman and Meryl Streep star in this movie dealing with the failure of their marriage and the tumultuous shift of parental roles. An excellent film that looks at divorce, child custody, and the emotional toll each takes on the family.
- **My Life** (1993) PG-13
Michael Keaton plays a successful ad executive, whose wife (Nicole Kidman) is pregnant, learns he is dying and doesn't know how to deal with the unfinished business in his life (particularly his feelings of anger toward his family) or the fact that he may not see his child. This film deals with the issues of coping with grief and death.
- **She's Having a Baby** (1988) PG-13
Kevin Bacon and Elizabeth McGovern start in the story of the trials and tribulations of a newly married young couple as they embark on in a life of marriage, domestic life, and impending parenthood. This movie deals with the issues of parenthood and also infertility.
(Key Competency: 1.02, 2.02, 3.01, 3.04, 3.05, 3.06)
- **For Keeps** (1988) PG-13
Molly Ringwald plays an industrious teen headed for college who finds herself pregnant and must quickly face adult responsibilities. The issues of teen parenthood, teen relationships and marriage, and pregnancy are dealt with. (Key Competency: 1.04, 2.01, 2.07, 3.02, 3.04, 3.05, 3.06)

Web Sites

- Dibble Institute. www.dibble.com
- <http://www.thatnotcool.com/>
- <http://www.nomeansknow.com/>

- <http://www.youtube.com/> search: teen dating violence psa
- University of Idaho Cooperative Extension Publications
<http://info.ag.uidaho.edu/catalog/Family/living.htm>
This web site includes free and low cost publications about family and consumer issues. Many publications are ready to download from this web site. Quality Child Care, Child Guidance, Coping with Loss & Grief, Disciplining Preschoolers, Families in Crisis are just a few of the publications available.
- Baby Center www.babycenter.com
This site offers a complete resource for pregnancy and baby. Created by parents and reviewed by doctors and other experts, it contains current articles, answers to thousands of questions, week by week information, a baby name finder, connections with other parents online, and more.
- ParentTime www.parenttime.com
Here you'll find parenting information customized to the age of your child. ParentTime includes online advice from experts such as Dr. Bill and Martha Sears, lactation consultant Kathleen Huggins, R.N., satirist Pam Satran, pediatrician Dr. Nancy Snyderman and even Dr. Ruth Westheimer. Other features include parenting polls, bulletin board, chats, and more.
- The National Parenting Center (TNPC) www.tnpc.com
A large magazine format, with news on medical and behavioral issues in parenting. The site provides advice from a variety of experts in the field of child development. Chat rooms on specific topics are available, as well as a shopping area for related products.
- Family.com www.family.com
This Disney owned site places its emphasis on entertaining children. The "Go Local!" guide highlights activities for kids in every region of the country.
- Family Education Network www.familyeducation.com
FEN picks up where many parenting sites leave off – just as a child enters school – and offers information a vast array of information. This site also features links to local school districts.
- KidSource www.kidsource.com/index.html
This site is an excellent source of information on children of all ages. Activities to do with infants, toddlers, and preschool age children, as well as other educational and health information are also included.

Television Programs:

- **Parenting Works! Public TV**
This series of 13 half-hour programs features a diverse group of parents of young children and a guest host. Common concerns are addressed (including siblings, learning, balancing work and family). Also available on video.
- **What Every Baby Knows Lifetime Cable**
Hosted by well-known pediatrician, Dr. T. Berry Brazelton, this half-hour show features expectant parents and parents of young children who discuss their concerns and questions. The advice is reassuring and practical. Valuable information about pre-natal, infant, and parent development is presented.
- **Parenting Today CNN**

Each week, CNN prepares a half-hour news show on parenting. The segments are tied to the news or events occurring that week, filled with material on related subjects. This program does a good job presenting both sides of the issue. Emphasis is on new products, trends, services, etc. for parents.

03. Develop Personal and Family Financial Literacy

Competencies

03.01 Develop Personal and Family Management Skills

03.02 Analyze Policies that Support Consumer Rights and Responsibilities

03.03 Analyze Independent Living Skills and Responsibilities

Web Sites

- Financial Literacy. www.daveramsey.com
- Practical Money Skills. www.practicalmoneyskills.com/games. Financial Football Training Camp
- www.oprah.com Debt Diet in the search
- Taxi Interactive
<http://www.irs.gov/taxi>
An online interactive magazine for teenagers to help understand taxes.
- Consumer Product Safety Commission
<http://www.cpsc.gov>
- Country wide Online Rental Guide
<http://www.rent.net>
- Kelly Blue Book – online
<http://www.kbb.com>
- National Highway Traffic Safety Administration
<http://www.nhtsa.dot.gov>
- Department of Transportation
<http://www.dot.gov>
- PBS web site – Affluenza Homepage
<http://www.pbs.org/affluenza>
- Online Automobile Information Guide
<http://www.autoweb.com>

- CNN Interactive
<http://www.cnn.com>
- MSNBC
<http://www.msnbc.com>
- Consumer World
<http://www.consumerworld.com>
- College Financial Aid
<http://www.finaid.com>
- University of Idaho - College of Agriculture Extension Publications
<http://www.info.ag.uidaho.edu/catalog>
This sight provides a variety of lessons on Family and Consumer Issues, including family finances that can either be purchased for a small fee, or downloaded for FREE off of the website. Lessons include; Savings and Investments, Financial Action Plans, Using Credit Wisely, Smart Shop! Supermarket Shopping in the 90's, etc.

Videos:

- **Money Pit** (1986) PG
Tom Hanks and Shelley Long star in this movie that deals with the financial constraints and burdens that come with repairing and rebuilding their "dream house" which ends up being a lemon of a house.
- CreditWise: Coming to Terms
Office of Public Responsibility
American Express Company
200 Vesey Street
New York, NY 10277-0226
This is a video presentation of the American Express Financial Responsibility program on issues relating to credit.
- "Affluenza"
Bullfrog Films
1-800-543-FROG (3764)
bullfrog@igc.org
Affluenza is a one-hour television special that explores the high social and environmental costs of materialism and overconsumption. On the web site you can learn more about the show, get an Affluenza diagnosis and check out resources for treatment. Don't miss the Teacher's Guide, available only on the Web site.

Curriculum/brochures/etc.:

- Consumer Information Center
1-888-8-PUEBLO
<http://www.pueblo.gsa.gov>

Call the number above to receive their FREE information catalog filled with hundreds of consumer related publications at low or no cost, or log on to the web address above and order information from over the internet.

- 1998-1999 Consumer's Resource Handbook
Consumer Information Center / 1-800-8-PUEBLO
- Consumer Protection Unit
Idaho Office of the Attorney General
PO Box 83720
Boise, ID 83720-0010
208-334-2424 or 1-800-432-3545
PAMPHLETS: Consumer Information for Young Adults – Are you Getting Ripped Off?
Idaho Consumer Protection Manual - FREE
How to Inspect a Used Car - FREE
Taking the Scare out of Auto Repair – FREE
- VISA – Choices and Decisions – Taking Charge of Your Life
1-800-222-1385
A free curriculum guide and videodisc are available for teachers on consumer choices and decisions facing teens.
- Life Smarts – The Ultimate Consumer Challenge
<http://www.lifesmarts.org>
1-973-377-8987
Joan Moir – Project Coordinator ncce@gti.org
The Ultimate Consumer Challenge is an educational game show competition, which teaches high school students about consumer and marketplace issues.
- Understanding Taxes - A High School Program
1-800-829-1040 (Idaho)
Call the number above to receive a free copy of Teacher's Resource Kit and current and future revisions.
- High School Financial Planning Program
<http://www.nefe.org> – 1-303-224-3511
National Endowment for Financial Education
4695 S. Monaco St.
Denver, CO 80237-9854
Call, write, or log onto the home page above to receive more information about this FREE, wonderful hands-on program dealing with sound money management for students.
- Shop Smart! Supermarket Shopping in the 90's
<http://info.ag.uidaho.edu/catalog> – 1-208-885-7982
An easy-to-use handbook that provides instructors with lessons and materials for a 30-minute class on how consumers with limited resources can get the most nutrition for their money. Includes handouts, transparencies, samples, and a 12-minute video all in a three-ring binder. Now in its third printing. 1996.

Guest Speakers:

- Neighborhood Housing Services, Inc.

Mr. Lucien Semaha

416 S. 8th Street, Suite 101

Boise, ID 83707

(208) 343-4065

FAX (208) 343-4963

boisenhs@primenet.com

“Steps to Homeownership” seminars offered, or a variety of resource materials

04. Analyze Career Options in Human Services

Competences

04.01 Examine the Human Services Career Cluster

04.02 Examine and Demonstrate Employability Skills

RESOURCES

Web Sites

Consumer Jungle. www.consumerjungle.org

Videos/DVD's:

“What’s in Your Backpack?” DVD by John Bytheway. Deseretbook.com

Curriculum:

- The Get Real Game
National Work-Life Center
<http://www.realgame.ca>
Available fall 1999. \$195.00 for the reusable Resource Guide.
The Get Real Game is an experiential and interactive career exploration program which allows students to take on occupational roles where they learn about issues they will face in the real world. Students make choices, learn about the implications of their choices, and participate in community life in a safe, supportive environment.

05. Analyze Death , Grief, loss, and Natural Expiration of Life

Competencies

- 05.01 Define Stages of Dying
 - 05.02 Identify Advantages of the Hospice Concept
 - 05.03 Define Phases of Mourning
 - 05.04 Identify Ways to Help Others Cope with Death
 - 05.05 Identify Procedures Necessary in Making Funeral Arrangements
 - 05.06 Describe Guidelines for Funeral Etiquette
 - 05.07 Examine Documents Related to Death
-

Videos:

- **My Life** (1993) PG-13
Michael Keaton plays a successful ad executive, whose wife (Nicole Kidman) is pregnant, learns he is dying and doesn't know how to deal with the unfinished business in his life (particularly his feelings of anger toward his family) or the fact that he may not see his child. This film deals with the issues of coping with grief and death.

Hello Bingo

Same length hair	Same Size Shoe	Same Eye Color	Favorite Holiday	Favorite Season
Same # of Siblings (not including yourself)	Like Same Genre'	Same # in Family (living w/ you right now Include yourself)	Favorite color of Car	Same Size of Hand
Same Hobby	Favorite Sport	Right or Left Handed	Favorite Candy Bar	Favorite Movie
Same # of Pets	Same Birth Year	Favorite color	Favorite TV Show	Favorite Fruit
Favorite type of Food	Birth Month	Same Height	Favorite Board Game	Favorite Animal

Hello Bingo

This is a great way in getting to know class members. Students will answer the questions at the bottom of the page and then move around the room to ask other students for their answers to the same statements. They will then cut off the bottom clues and place in a basket for the teacher to draw from and begin playing BINGO. I usually play for 6 BINGOS and 1 blackout and award a nutritional treat.

Something Your Love	Favorite Color	Something You Hate	Favorite Room in Your Home	Favorite Activity

Self Esteem Lesson Plan

Time Frame:

1 class period that runs 90 minutes

Author: Virginia Nicholson

Adapted by: Robyn Eastin

Summary:

Self-concept is made up of several things. People with a high self-concept and self-esteem seem to do well in the world. They are people who believe they can be successful. They are able to perform well at work and they get along well with others in all relationships. We must all learn to emphasize our strengths and positive traits.

Main Curriculum Tie:

Adult Living

Explain how self-concept is built and preserved and how it relates to the perception of individual strengths and weaknesses.

Materials:

Butcher paper for the group discussion, markers, balloons, paper lunch bags, self-esteem test - 1 per student, a tape player, a visualization tape, and an example of "Commercial of Me".

Intended Learning Outcomes:

Students will identify the difference between self-concept, self-esteem and how they develop. Students will list negative feelings they have about themselves and how positive feelings can override the negative. Students will discover who their best friends should really be.

Instructional Procedures:

Teacher instructions and information is contained in the attachment Self-esteem. There is some prior preparation before the class period and materials to collect for the different activities students will be involved in

UNIT: Self-concept

TOPIC: Self – esteem

CONCEPTS:

Self-concept,	picture or perception of ourselves
Self Esteem,	feelings we have about ourselves
Self-ideal,	the way we would like to be

OBJECTIVES:

1. *List methods for building positive self-concept.*
2. *Explain ways self-concepts are destroyed and built.*
3. *Compare personal strengths and weaknesses.*
4. *Develop a positive outlook on life (establish the habit of happiness)*

MATERIALS:

Butcher paper for groups discussion and markers to write with

Balloons

Paper lunch bags

Permanent Markers

Lamp or flashlights

Self Esteem test (1 per student)
Tape Player
Visualization
Example of “commercial of me”

LESSON PLAN:

Group activity:

Divide students into mini groups. Have each groups come up with their definition of self-esteem and self-concept. Have each groups share with the class their definition. Have the class come up with one definition for each concept using pieces of their own group’s definition.

Student Activity: Self Esteem Test – How is your self esteem? Or Self Esteem Quiz

How much do you believe in your self? On a piece of paper write down the percentage of how much you believe in yourself. 100%? 75%? 50%?

What are you achieving with that percentage?

What would happen if you believed in yourself 25% more?

Dreams and self belief are free. You can take all you want and walk away.

Class discussion:

How do self-concept and self-esteem develop?

Show Tips for Building Self Esteem (overhead, or document camera)

Explain characteristics of Positive and Negative self esteem/self-concept. (overhead or document camera)

How do values and morals fit into the two concepts?

Knowing yourself is a prerequisite to a good self-image.

Steps to knowing yourself

1. Discover your Values – A value is something you strongly believe in
2. Live by what you value – the closer your values come to your actions the happier you will be.

Advantages of a good self-image.

A good leader to others

Doesn’t submit to peer pressure

Is not a threat to others and cannot be threatened by others

Believes in self and makes life successful

Willing to experiment and try things

Easier to make friends and have more meaningful relationships

Know how to appreciate and look at life positively, not “why me”

Failure is not devastating

Can look at bad points and change them

Who has contributed to your self esteem?

Use a clip from the movie, “The Lion King” where Simba talks to the baboon and sees his father up in the stars. His father tells him he is to be a king and to remember who he is. That gives him the strength to fulfill his destiny.

Many things influence your self-concept: Your friends, teachers, family, and other people with whom you relate.

**** **Self-Concept Circle:** Others reactions affect how I see myself, how others see me directly affect others reactions to me.

*****Self concept** is built and kept by positive thinking, developing one's own ability, seeing your own talents, setting and accomplishing goals, Recognizing personal worth, completing tasks or projects.

I wish I could give you all an immunization for your self-concept, give periodic boosters. Protect you from those experiences in everyday life that your self concept. But it is not possible.
Strengthen your self concept. Don't waste time and energy on feeling sorry for your self. Change comes through conscious effort. It is your responsibility.

Writing Assignment:

Have students write a paragraph explaining the following statement: "You can't love others until you love yourself".

Activity: Boxes

Have six boxes with lids decorated soothe lids can be lifted off in order to see what is inside. They should be wrapped in the following ways:

1. Looks okay on the outside, dictionary on the inside.
2. Looks okay outside, cotton balls inside.
3. Small box with plain unattractive wrapping, jewels inside.
4. Beautifully wrapped box, empty inside
5. Looks nice on the outside, candy bar inside.
6. Beautiful box that will not open.

Have six students come to the front of the room and select a box. Have them explain why they chose the box. What type of person does that box represent to them?

Have students share what is inside their boxes. Let them discuss what type of person the box represents to them now.

ITEM IN BOX	TYPE OF PERSON	PERSON'S APPEARANCE
1. Dictionary	Someone smart	Normal appearance
2. Cotton	Air head	Normal appearance
3. Jewels	Beautiful person	Plain looking
4. Empty Box	Gorgeous outside, but nothing inside	Beautiful appearance
5. Candy bar	Looks good and is good	Nice looking
6. Box will not open	Beautiful, but will not share self	Beautiful appearance

Discuss: You can show a clip of Miss Piggy from the muppets and discuss the self esteem Miss Piggy has.

How does she feel about herself?

What are some of her flaws?

Why do we like her?

How would she act if she had low self esteem?

Would the Miss Piggy character be as interesting if she had low esteem? Why?

- Accept yourself: Stop worrying about the things you can't change. Be more accepting of others and the things they can't change.
- Try not to compare with others. It's unfair. You may compare their strengths with your weaknesses. Judge yourself in terms of your own growth.

Activity: Turn off lights and have students close their eyes and listen to the words of “Hero” by Whitney Houston. Ask students if the title of the song is misleading and why: Lead a short discussion on the theme of the song. Did it inspire them, and how?

- Have Realistic Expectations – We expect too much from ourselves. Perfection is not possible but bettering ourselves should be a lifetime goal. We grow with models who appear to be perfect at everything. Heroes are good to look at but they have their problems too.

Activity: Use a lamp without a cover (or flashlight), place a cloth over it to represent the bad things we internalize and cover up the light. Or the good things about us

- Emphasize your strengths.
- Change what can be changed. Some things fast, others gradual, and others never. There are things we inherit but we can change our attitude about it. Try new experiences.

Activity: have students make a list of their best friend. Read the poem “Best Friends”. After reading the poem, have students look at their lists and then lead a discussion about how we need to put ourselves at the top of the list.

- Choose friends carefully:
If friends build you.. keep them.
If they don't – dump them.

Activity: Bag Those Negative Messages

Have students blow up a small balloon. On the blown up balloon have students write everything they do not like about themselves. On a paper lunch bag have students list everything they like about themselves. Have the students place the balloon inside the bag. As a class have all the students stand up and place their bagged balloons on their seats. Have them all sit down at the same time, popping their balloons as they sit.

- Practice thinking positive and accept compliments. Just say “thank you”. Give compliments to others. It makes you feel good.

Activity: Face & look at the person next to you. One is “A” and the other is “B”.

- ✓ “A” says to “B”: “you are absolutely, undeniably a remarkable person/student/etc”. “B” responds with “thank you”.
- ✓ Reverse it: But “B” puts on an attitude with it and says: “you are absolutely, undeniably a remarkable person, etc.”. “A” responds with: “you got that right honey”.

There are two different people in the world. One that says “I wish I had” and the one that says “I'm glad I did”. Remember you can have anything in this world if you just believe in yourself.

Activity: Visualization Tape

Use a visualization tape for students to listen to –

Student Assignment: “Commercial of Me”

Emphasizing the positive characteristics and capabilities, each student will develop an advertisement or commercial to “sell oneself”. They may develop a radio or television ad, billboard, sweepstakes, etc.

Have students come prepared to share with the class their projects on the day you talk about celebrating yourself (Birthdays).

Options: “My Self Esteem” Poem. What does it mean to you? Have students write a name poem.

I am

M - magnificent

A - ble

R - espectful

Y - our friend

Jones

OPTION:

The teacher may show clips from the following movies to show how self esteem is build.

- ✓ Princess Diaries – the clip where she goes to school in the limo and her friend is critizing her. The driver tells her nobody can make you feel bad about yourself unless you let them. (actually it is the quote by Eleanor Rosevelt).
- ✓ Lion King
- ✓ Charlottes web – how Charlotte the spider writes words about Wilbur in a web each morning and he starts believing in himself.
- ✓ Dumbo – timothy the mouse and the crows help him believe he can fly.
- ✓ Wizard of OZ – all the characters had to find something to have good self concept.
- ✓ Hook – Peter had to find a happy memory to believe he could fly again.

Self Esteem Test

Self Esteem

I allow myself to make mistakes, realizing that we all learn from failure.

a) never or hardly at all b) sometimes c) frequently d) very often

My value as a person depends greatly on what others think of me.

a) never or hardly at all b) sometimes c) frequently d) very often

Whether I'm celebrating a success or getting through a rough period, I "reward" myself in self-defeating ways, e.g. overeating, drinking too much, or going on a spending spree when I am already in debt.

a) never or hardly at all b) sometimes c) frequently d) very often

I have trouble asking others for favours and tend to apologize a lot.

a) never or hardly at all b) sometimes c) frequently d) very often

I'd rather keep an unsatisfactory item than return it to the store. In a restaurant I'll eat a meal, even if it isn't what I ordered, rather than return it to the waiter.

a) never or hardly at all b) sometimes c) frequently d) very often

I berate myself for saying or doing the wrong thing, calling myself "stupid."

a) never or hardly at all b) sometimes c) frequently d) very often

I would do something against my better judgment rather than risk another person's disapproval.

a) never or hardly at all b) sometimes c) frequently d) very often

When I look at myself in the mirror, I see only my flaws.

a) never or hardly at all b) sometimes c) frequently d) very often

I think of how my life would improve if only I were smarter or better looking.

a) never or hardly at all b) sometimes c) frequently d) very often

I graciously accept compliments and praise instead of tossing them aside.

a) never or hardly at all b) sometimes c) frequently d) very often

I do things which nurture, strengthen and relax my body.

a) never or hardly at all b) sometimes c) frequently d) very often

I am able to accept my vulnerable feelings like sadness, fear or anxiety.

a) never or hardly at all b) sometimes c) frequently d) very often

When I need comfort, I am able to turn to friends or family and let them know how I feel.

a) never or hardly at all b) sometimes c) frequently d) very often

I am comfortable expressing my angry feelings.

a) never or hardly at all b) sometimes c) frequently d) very often

I am able to assert my needs and wants with family members, colleagues or my partner.

a) never or hardly at all b) sometimes c) frequently d) very often

I recognize and value my need for solitude or "quiet time."

a) never or hardly at all b) sometimes c) frequently d) very often

I actively pursue and maintain friendships with people I truly like.

a) never or hardly at all b) sometimes c) frequently d) very often

I balance my life with pleasure and fun, recognizing that I work harder when I am well rested.

a) never or hardly at all b) sometimes c) frequently d) very often

SCORING

Now add up all your points as shown below.

question 1: a-1, b-2, c-3, d-4

questions 2 through 9: a-4, b-3, c-2, d-1

questions 10 through 18: a-1, b-2, c-3, d-4

RESULTS

1-18 POOR

You rely heavily on other people's opinions and find it hard to assert yourself in your professional or personal life. You are so anxious to please others that you often ignore your own needs and wants. You are also prone to rewarding yourself in self-destructive ways (e.g. overeating). It is important for you to do things that will nurture you – such as reading a book, swimming, walking in nature or just listening to music.

19-36 FAIR

Although you make sure that you honour your commitments to others, you are often self-critical and overly demanding of yourself. You are quick to blame yourself when things go wrong. Learn to be more tolerant of your own mistakes and pay less attention to what others may think. You do manage to find time for what's important in your life, which gives you a feeling of satisfaction.

37-54 GOOD

You know who you are and what you need to be happy and usually are willing to take the time to do something that will fulfill you. You are always trying to improve yourself and surround yourself with supportive friends or family. You see your strengths but may need to learn to work with your weaknesses. For example, you may have a short attention span and work best in spurts. By recognizing this and giving yourself frequent breaks, you will be more productive.

55-72 EXCELLENT

Congratulations! You have a deeply developed sense of self and are self-nurturing. You respect your own feelings as well as those of others and have no qualms about turning to friends or family when you are in need of comfort. You are patient with yourself. If you feel a resistance to doing something, you get to the root of your feelings instead of forcing yourself to go ahead. You lead a healthy, well-balanced life.

Improve your level of self-acceptance

There are a number of ways to do this. Several are listed below:

Journal

So often we act according to logic or what we feel we “should” do and ignore our feelings. Journaling will help you get in touch with your emotion and give you a safe place to let things out. By regularly listening to yourself in this way, you will feel freer to be yourself and more self-accepting. (See my article on Journaling – a Tool for Self-discovery.)

Acknowledge and follow your Life Values

Determine your most cherished values and define how you can achieve them in your current life (e.g. autonomy, creativity, fitness, communication, learning, personal growth, love and affection). By taking even the smallest step towards your inner values and goals, you grow in self-acceptance. (Email Thelma@u-unlimited.ca to obtain the Life Values exercise.)

Search for the gold

We all seem to know our weaknesses or flaws but rarely consider our strengths. Find ten things you admire about yourself, relating to your personality or abilities – e.g. resourceful, articulate, good with children, can make people laugh, sensitive to others’ feelings. Write these down and consult the list whenever you feel “down” on yourself.

In our image-conscious society, many of us are obsessed with appearance. An exercise that can help you to accept your physical self: when you look at yourself in the mirror, instead of focusing on what’s wrong (large nose, frizzy hair), find three positive things to say about your appearance. For example you have good skin, white teeth or nicely developed calves. If you have a poor self-image, you will at first find this a challenge. Put your observations on paper and watch the list grow!

Remember that someone meeting you for the first time sees the WHOLE person and he or she is unlikely to be focused on your flaws. Also you cannot realize the effect of your dazzling smile or the warmth in your eyes.

Change your self-talk

Pay close attention to your thoughts – observe whenever you are being harsh or critical of yourself. In particular avoid generalizations, e.g. after making a mistake you say to yourself, “I can never get anything right.” Replace self-criticism with kindness: ask yourself if you’re tired or stressed and what you can do to feel better.

Allow yourself to fail

It’s OK to rate your performance in various activities but NOT to base your feelings of self-worth on how well or badly you do. You are an imperfect but lovable human being who needs encouragement, not self-condemnation, to keep going. Give yourself points for effort! Then determine what went wrong and how you can do better next time.

Surround yourself with supportive friends or mentors

Beware those who do not respect you or your values and discourage you from doing what makes you happy. If family members fall into this category, you need to cultivate friends who accept you as you are and give the support you need.

Valuing and honouring your true self will increase your self-confidence. When you are confident in who you are and what you can do, you are more likely to take the steps you need to achieve a fulfilling life.

SELF-ESTEEM QUIZ

1. Define self-esteem:
 - a. How I feel about myself.
 - b. How I visualize myself.
 - c. How I esteem myself.
2. Who has the most influence on establishing your self-esteem as a child?
 - a. friends b. siblings c. parents d. teachers e. employers
3. Is it possible to raise your own self-esteem?
NO YES
4. Esteem should be based on
 - a. Money, looks, and clothes
 - b. Career and job.
 - c. Whether or not someone loves or likes you
 - d. Inner qualities of your heart
 - e. Many achievements, accomplishments, and talents
5. Masks are created to
 - a. Substitute for the false self
 - b. Brings others closer to us
 - c. Protects us from injury of humiliation, overprotection, dominance, and neglect
 - d. Gets us what we want
 - e. Makes us more genuine and real
6. How to raise self-esteem
 - a. Believe in your inner qualities
 - b. Be willing to take risks and reveal true self
 - c. Accept weaknesses and learn from mistakes
 - d. Don't believe people who put you down – they have a problem if they have to do that
 - e. All of the above

Decide which of the following are characteristics of low and high self-esteem:

- | | |
|--|---------------------|
| _____ 7. Why try, I could never do it. | A. High Self-esteem |
| _____ 8. There are many ways to solve problems | B. Low Self-esteem |
| _____ 9. I'm just as good as anyone else. | |
| _____ 10. I feel powerless | |



- How much do you believe in your self? On a piece of paper write down the percentage of how much you believe in yourself. 100%? 75%? 50%?
- What are you achieving with that percentage?
- What would happen if you believed in yourself 25% more?

Dreams and self belief are free. You can take all you want and walk away.

How is self-concept build & destroyed

Building	Destroyed
Find a good role model	Comparing yourself to others
Praise & compliments	Putting yourself down
Focus on the positive	Drug abuse
Keep criticism to a minimum	?
Set & achieve goals	

Tips for building Self Esteem

1. Identify with people, books, videos, television shows, etc., that build your self-esteem
2. Build others – give sincere compliments often
3. Think positively
4. Set and achieve goals
5. Do something challenging each day
6. Look your best
7. Eat correctly
8. Do something for someone else
9. Learn a new skill
10. "Act as if" you possess traits you would like to have
11. Observe self-concept people
12. Handle things one at a time
13. Use criticism constructively
14. Ask for help – take advantage of learning opportunities
15. Improve your personal living space
16. Allow personal growth time each day
17. Post self-improvement reminders in obvious places
18. Do not say negative things about yourself
19. Reward yourself often
20. List your accomplishments each evening
21. Volunteer to share your skills with others

How do values and morals fit into feeling good about yourself?

- Knowing yourself is a prerequisite to a good self esteem
- Discover your values – a value is something you strongly believe in
- Live by what you value – the closer your values come to your actions the happier you will be.

"Commercial of Me"

Emphasizing the positive characteristics and capabilities of you, develop an advertisement or commercial to "sell oneself".

It may be a radio or television ad, billboard, sweepstakes, etc.

Due next class period.

- Have Realistic Expectations – We expect too much from ourselves. Perfection is not possible but bettering ourself should be a lifetime goal. We grow with models who appear to be perfect at everything. Hero's are good to look at but they have their problems too.



- Emphasize your strengths.
- Change what can be changed. Some things fast, others gradual, and others never. There are things we inherit but we can change our attitude about it. Try new experiences.

Best Friends

Would you take better care of yourself?
Would you be kinder to yourself?
Would you be more forgiving of your human imperfections?
If you realized your best friend was yourself?

Who is always with you everywhere?
Who is on your side when others are unfair?
And tell me, who will never let you down in any situation?
Who will always see you get your share?

And that's why I'm a best friend to myself.
And I take me out whenever I feel low.
And I make my life as happy as a best friend would
I'm as nice to me as anyone I know!



No one can
Make you feel
inferior Without
your Consent.

Eleanor Roosevelt

- Play clip from
"Princess Diaries"



- Practice thinking positive and accept compliments. Just say "thank you". Give compliments to others. It makes you feel good.

Activity:

Face & look at the person next to you. One is "A" and the other is "B".

- "A" says to "B": "you are absolutely, undeniably a remarkable person/student/etc.". "B" responds with "thank you".
- Reverse it: But "B" puts on a attitude with it and says: "you are absolutely, undeniably a remarkable person, etc.". "A" responds with: "you got that right honey".

- There are two different people in the world. One that says "I wish I had" and the one that says "I'm glad I did". Remember you can have anything in this world if you just believe in yourself.

TIPS FOR BUILDING SELF-ESTEEM

1. Identify with people, books, videos, television shows, etc. that build your self-esteem.
2. Build others – give sincere compliments often.
3. Think positively.
4. Set and achieve goals.
5. Do something challenging each day.
6. Look your best.
7. Eat correctly.
8. Do something for someone else.
9. Learn a new skill.
10. Act as if you possess traits you would like to have.
11. Observe self-confident people.
12. Handle things one at a time.
13. Use criticism constructively.
14. Ask for help – take advantage of learning opportunities.
15. Improve your personal living space.
16. Allow personal growth time each day.
17. Post self-improvement reminders in obvious places.
18. Do not say negative things about yourself.
19. Reward yourself often.
20. List your accomplishments each evening.
21. Volunteer to share your skills with others.

]

CHARACTERISTICS OF A POSTIVE SELF-CONCEPT

- * I am an okay person.
- * I can do anything I really want to do.
- * I have definite strengths and abilities.
- * I see myself as being as good or better than my friends.
- * There are many ways to solve a problem.

CHARACTERISTICS OF A NEGATIVE SELF-CONCEPT

- * I am so stupid.
- * Why try? I could never do it anyway.
- * I cannot do anything right
- * I am not nearly as good as my friends.
- * I knew my plan would not work.

Self Concept

Time Frame:

1 class period that runs 70 minutes

Author:

Doreen Robinson Adapted by: Robyn Eastin

Background For Teachers:

The textbook used is, "Strengthening Family and Self" published by Goodheart-Willcox.

Intended Learning Outcomes:

Explain how self-concept is built and preserved. Explain how it relates to the perception of individual strengths and weaknesses. Describe the development of self-concept and the self-concept circle.

Instructional Procedures:

Journal, Text, Motivator, Cartoon, Personal History Assignment, Self-Concept Circle, Case Studies, Building Self-Esteem, Pos/Neg characteristics, Activity – Rest In Peace: The I can't Funeral, Students write an "I can paper," Video Clip – It's in Every One of Us, Puzzle pieces.

Objective :

- Explain how self-concept is built and preserved
- Explain how it relates to the perception of individual strengths and weaknesses
- Describe the development of self-concept and the self-concept circle.

Journal

5 min

- ☐ Annabel by Boland (Orem Public Library) Diff. of Annabel's self-esteem at begin to end
- ☐ "I Like Me" by Nancy Carlson

Text Pg. 12-13 Review #1 pg. 32, Pg. 51-57 Review #1-6 pg. 67

5 min

***** **Tardy students may come in** *****

Motivator (CD 31, 6 "You are special")

- ☐ Cartoon: Peanuts-Self Esteem

Personal History Assignment

20 min

- ☐ Outline due: Aug. 26
- ☐ Rough draft due: Sept. 4
- ☐ Final due: Sept. 16

Self-Concept Circle

10 min

- ☐ Explain self-concept circle (overhead)
- ☐ Behavior Tree (overhead)
- ☐ Case Studies

Book

5 min

- ☐ The Biggest Nose by Caple (Orem Public Library)

Building Self-Esteem (While talking play song, "If Only You Believe in Yourself")

15 min

- ☐ "The decision you make to love yourself is the most important decision you will ever make."
- ☐ Pos/Neg characteristics (overhead)
- ☐ Building Self-Esteem (overhead)
- ☐ Action Steps to improve self-esteem (overhead)

Activity –

(Chicken Soup for Soul-Chick Moorman pg. 156-160)

Read the article, "Rest In Peace: The I can't Funeral."

5 min

- ☐ List all of your I can'ts on a sheet of paper.

I Can't Funeral (paper shredder)

10 min

- ☐ Add things your parents and others say you do wrong. Student's shred their "I can't paper" in the paper shredder. (RIP sign above it.)
- ☐ Serve treat in honor of the occasion. (I'm glad I'm me sign above it.)
- ☐ Students write an "I can paper" and put in notebook.

Video – It's in Every One of Us

5 min

Do puzzle pieces

Internet

Self Concept quiz

Extra

- ☐ Name your favorite flower. Why? Would you change anything about your flower? Would you want to make all flowers look alike? How about ourselves?
- ☐ Video: Charlotte's Webb - illustrate the caste system and how self-esteem can be built by the way we treat other people.

Personal History

Requirements:

- Minimum of 5 pages plus title page, typed, double spaced
- Maximums: 1 inch margins, 14 point font
- 1 page minimum on each category:
 - Preschool
 - Grade school
 - Junior/High school
 - Family background
 - Goals and dreams

- May include pictures but pictures may not take up more than 1 / 4 of history.

Decision Making Lesson Plan

Author:

Doreen Robinson Adapted by: Robyn Eastin

Summary:

Help students to learn the decision making process.

Main Curriculum Tie:

Adult Living

Describe the decision-making process, including acceptance of personal responsibility for the consequences of the decision.

Background For Teachers:

The textbook used is, "Strengthening Family and Self" published by Goodheart-Willcox.

Intended Learning Outcomes:

Describe the decision-making process. Steps: Define, Brainstorm, Explore, Decide, Evaluate.
Accept responsibility for personal decisions, behaviors and actions.

Instructional Procedures:

Day 1: Journal (popcorn), Text, Motivator "Bee" prepared, Book - Hannah and the Seven Dresses (Marthe Jocelyn), Decision Making Discussion, Group Decision Making Assignment, Decision Making Case Study. Day 2: Journal, Go over Group Decision Making HO, Motivator – Jelly Bean Jar, Book - Would you rather be a Bullfrog? (LeSieg), Decision-Making Handout, Cooperative 5 Square Activity,

Date:

Objective 104:

- Describe the decision-making process.
- Steps: Define, Brainstorm, Explore, Decide, Evaluate

Journal

Popcorn overhead (Have a bowl of popcorn at each table to eat.)
How do you want to "pop?"

5 min

Text

☐ pg. 80-83 Think assign.

10 min

Motivator

Have flashlights, band-aids, sticky notes with “Bee” prepared on it, little packets of honey, or pictures of bees buzzing around a hive on each student’s desk. What do we need to do to “Bee” Prepared? How does making decisions help you to be prepared?

Book Hannah and the Seven Dresses (Marthe Jocelyn) 5 min
☐ All decisions are not critical and sometimes we fret too much over the small things.

Decision Making Discussion 10 min
☐ Steps to Making a Decision (overhead and pg. 14-15)
☐ What influences your decisions?
☐ What influence does peer pressure have on you making decisions? Parental expectations? Self-image? Society’s expectations?

Group Decision Making Assignment (HO pg. 10) 20 min
☐ 10 min. by yourself (no talking)
☐ 10 min. with group
☐ Take it home and finish

Decision Making Case Study (See paper) 10 min

Internet Quiz

Extra:

Objective:

- Accept responsibility for personal decisions, behaviors and actions.

Journal

Go over Group Decision Making HO

Motivator – Jelly Bean Jar

Book

- ☐ Would you rather be a Bullfrog? (LeSieg)

Decision-Making (HO pg. 16-17)

15 min

Cooperative 5 Square Activity

15 min

- ☐ Divide into groups of 5
- ☐ Follow directions on envelope
- ☐ Afterwards discuss frustrations in being able to make a decision.

Internet

Review

Next Time

Test

Notebook Due

Personal History Due

Extra:

Objective:

- Accept responsibility for personal decisions, behaviors and actions.

Journal

Go over Group Decision Making HO

Motivator – Jelly Bean Jar

Book

- ☐ Would you rather be a Bullfrog? (LeSieg)

Decision-Making (HO pg. 16-17)

15 min

Cooperative 5 Square Activity

15 min

- ☐ Divide into groups of 5
- ☐ Follow directions on envelope
- ☐ Afterwards discuss frustrations in being able to make a decision.

Internet

Review

Next Time

Test

Notebook Due

Personal History Due

Extra:

Journal: Write a paragraph answering, "How do you want to pop?"

Parable of the Popcorn

Behold at the time of the harvest, the ears of corn did bring forth kernels which were dried and prepared for the popper's hand. And then it was that the popper did take the kernels, all of which appeared alike unto him and did apply the oil and the heat. And it came to pass that when the heat was on, some did explode with promise and did magnify themselves an hundred fold, and some did burst forth with whiteness which did both gladden the eye and satisfy the taste of the popper. And likewise some others did pop, but not too much.

And so it came to pass that those which had given of themselves did bring delight to many munchers, but those which kept of the warmth and did not burst forth were fit only to be cast out into the pail and were thought of with hardness and disgust. And thus we see that in the beginning all appear alike, but when the heat is on, some come forth and give their all, while others fail to pop and become as chaff to be discarded and forgotten.

Each day we find ourselves faced with the decision of how well we will perform. Our superiors apply the heat of the assignment and expect us to yield our best. We can choose to give our all and bring satisfactory results. We can hold back some of what we should give and feel regrets and lack of fulfillment. Or we can choose to do little or nothing and eventually be thrown out. The choice is ours each day. How you "pop" determines where you end up in the bowl.

Text: Read pgs. 80-83, Do Think assignment pg. 84

"Bee" Prepared




What do we need to do to "Bee" prepared?

How does making decisions help you to be prepared?

Decision Making

Steps to Making a Decision



Step 5: Evaluate results of the decision and accept responsibility for results of the decision.

Step 4: Make a decision, plan and act on the decision.

Step 3: Explore and evaluate possible solutions.

Step 2: Brainstorm possible solutions.

Step 1: Identify the problem.

What influences your decisions?

Other Commitments

Self-image

Peer Pressure

Parental Expectations

Society's Expectations

Group Decision Making Assignment (HO)

- Work 10 minutes by yourself – **NO talking.**
- Work 10 minutes with group (5 people)
- Take home and finish with whoever will help you. Bring to class completed next time.

Cost vs. Benefit

- Before making a decision, weigh the cost vs. benefit.
- In the story, Country Mouse thinks about what he likes (the benefits), and then he thinks about what he does not like (the costs), and then he makes a decision to stay or go home.

www.biyah.com/library/country_mouse.html

Choice vs. Chance

- Every day we make choices based on the chance that certain events might occur.
- We estimate the probability for the event to occur.
- Then we examine the consequence of the event and make a decision.

"The Game of Skunk"

- The object of "skunk" is to have the most points after 5 rounds.
- A player gets the total of the dice and records it in his/her column, unless a "one" comes up.
- If a "one" comes up, play is over for that round and all the player's points in that column are wiped out.
- If "double ones" come up, all points accumulated in prior columns are wiped out as well.
- If a "one" doesn't occur, the player may choose either to try for more points on the next roll or to stop and keep what he/she has accumulated.

S	K	U	N	K
5	12	4		
0	9	0		
	2			

"S" round
2, 3 rolled = 5
1, 4 rolled = 0

"K" round
6, 6 rolled = 12
5, 4 rolled = 9
Choose to stop

"U" round
2, 2 rolled = 4
1, 1 rolled = 0 for all previous columns

Decision Making

Name _____

Hour _____

You are to make a major decision. (What college should I attend? What do I want to do for a living? Where will I live next year? What will I do for transportation?) **Be sure to fill in all the blanks.**

1. **Identify the Problem**

2. **Brainstorm possible solutions**

- a. _____
- b. _____
- b. _____
- d. _____
- e. _____

3. **Explore and Evaluate** (Look at each possibility, then list its pros and cons.)

	Pros	Cons
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____

4. **Make a Decision and Act on it** (Make the decision.)

What do you need to do now in order to begin acting upon this decision? _____

5. **Evaluate**

What will you do to evaluate this decision? _____

THIS IS A MANDATORY ASSIGNMENT AND IS WORTH 100 POINTS

Decision Making and Review

Journal

List 3 things you've learned in class
and how you will implement them
into your life.

Group Decision Making

- | | |
|--|---|
| A. 4 quarts in a gallon | L. 26 letters of the alphabet |
| B. 24 hours in a day | M. 7 wonders of the world |
| C. 1 wheel on a unicycle | N. 12 signs of the Zodiac |
| D. 5 digits in a zip code | O. 54 cards in a deck |
| E. 11 players on a football team | P. 9 planets in the solar system |
| F. 1000 words that a picture is worth | Q. 88 piano keys |
| G. 29 days in February in a leap year | R. 13 stripes on the American Flag |
| H. 64 squares on a checkerboard | S. 18 holes on a golf course |
| I. 40 days and nights of the great flood | T. 90 degrees in a right angle |
| J. 15 men on a dead man's chest | U. 200 dollars for passing go in Monopoly |
| K. 75 miles per hour | V. 8 sides on a stop sign |
| | W. 3 blind mice (see how they run) |
| | X. 3 feet in a yard |
| | Y. 4 wheels on a car |
| | Z. 40,000 Leagues under the Sea |

Decision-Making HO

- You need extra spending money. You have found a job at the local "Quick-Stop." The job is Monday to Friday from 3-7 pm. You have soccer practice from 3-5 pm weekdays.
- What is the first step of the decision making process?
- What is the second step? Option A, B, C? Pros and Cons?
- What are the third, fourth and fifth steps and what would be an example?
- Now, you do the back. Take 5.

Cooperative 5-Square

- What does "cooperative problem solving" mean?
- This is a cooperation activity.
- Divide into groups of 5 (no more).
- Each group will have an envelope containing pieces for forming squares. Equally distribute the pieces.
- The task of the group is for each person to form a square. Each puzzle is the same size.

Rules

- No member may speak.
- No member may ask for a card or in any way signal that he/she wants a card.
- Members may give cards to others.
- Each member starts with 3 pieces, if you have 5 in your group.
- Form five squares of equal size.

Discussion

- How did you feel when someone held a piece and did not see the solution?
- What was your reaction when someone finished a square and then sat back without seeing whether his/her solution prevented others from solving the problem?
- What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece?
- How did you feel about the person who was slow to see a solution? If you were the slow person, how did you feel?
- How did you feel when someone gave you a part you needed?
- Was there a climate of helping or hindering?
- What is the value of this exercise?

Review

- Test next time.
- Notebook and all assignments due.
 - Personal History
 - Goals (state)
 - Decision Making (state)
- Jeopardy

Name _____ Hour _____

Self-Management Unit Notes

1. The key points of the self-concept circle are: Draw the Self-Concept Circle.
 - a. _____
 - b. _____
 - c. _____
2. Name two characteristics of a positive self-concept.
 - a. _____
 - b. _____
3. Name two characteristics of a negative self-concept.
 - a. _____
 - b. _____
4. Name two ways to build self-esteem.
 - a. _____
 - b. _____
5. Name two ways to love yourself.
 - a. _____
 - b. _____
6. Values are: _____
7. Our values affect our _____, _____ and _____.
8. Base everyday _____ on your values and goals.
9. Where do values come from? _____

10. Who influences one's values most at the following ages?
- a. Ages 1-7: _____
 - b. Ages 8-13: _____
 - c. Ages 14-20: _____
11. _____ are things we feel "should" influence our lives.
12. _____ simply states what actually is.
13. Define the 7 types of values:
- a. Moral: _____
 - b. Aesthetic: _____
 - c. Material: _____
 - d. Intrinsic: _____
 - e. Extrinsic: _____
 - f. Universal: _____
 - g. Group Specific: _____
14. What is the difference between a short term goal and a long term goal?
- _____
15. List the 5 Decision Making Steps:
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - f. _____

Self-Concept

Journal

- List 5 things you like about yourself.
- List 5 things you do not like about yourself.

Text

- Read pages 12-13, Do Review #1, pg. 32
- Read pages 51-57, Do Review #1-6, pg. 67

- How did you feel when you came in the room and received a sticker?

- Did you feel bad if you received a dot instead of a star?

You Are Special

By: Max Lucado

- How can this relate to your thoughts and words about others?
- The world tells kids, "You are special if... you have the brains, the looks, the talent."

*"You're special just because.
No qualifications
necessary."*

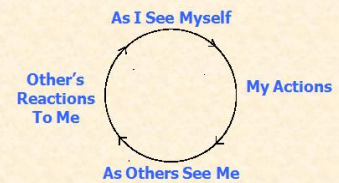
Personal History Assignment

This is a five page paper about YOU! You need to include at least one page about your preschool years, grade school years, junior and senior high school years, your family, and your goals and dreams. The final draft must be typed, double spaced, with the font no larger than 12. Including pictures is wonderful, but cannot take up more than 1/4 of each page.

- Outline due: _____
- Rough draft due: _____
- Final due: _____

SELF - CONCEPT CIRCLE

- The person I think I am.
- The person others think I am.
- The person others think I think I am.



POSITIVE SELF-CONCEPT

I can do anything I really want to do.

I am an okay person.

I see myself as being as good as my friends.

I have definite strengths and abilities.

There are many ways to solve a problem.

CHARACTERISTIC OF NEGATIVE SELF-CONCEPT

Why try? I could never do it anyway.

I am a jerk.

I knew my plans would not work.

I am not nearly as good as my friends.

I cannot do anything right.

BUILDING SELF ESTEEM

- Associate with people who build.
- Build others, sincere compliments.
- Set and achieve goals.
- Eat correctly, look your best.
- Observe self-confident people.
- Ask for help.
- Improve yourself, learn something new.
- Do not say negative things about yourself. Think positively.

"Rest in Peace: The I Can't Funeral"



- List your "I can't" characteristics on a sheet of paper.
- Add things your parents say you do wrong.
- Add things others say you do wrong.
- How do you feel?
- Shred your paper (RIP)
- Treat yourself in honor of the occasion. (I'm glad I'm me!)

"The decision you make to love yourself is the most important decision you will ever make."

Hand Out a Compliment

“Pat on the Back”

Building Self-Esteem

DIRECTIONS:

Begin by giving each student in the class a verbal compliment as a way of re-introducing the students to each other. On the sheet of paper with squares on it, write a student's name in each line, and then make enough copies for each student to have an entire sheet. During the week, have each student write one positive thing about each of the other students on their respective line. The sheets should then be turned in to the teacher. The teacher should cut the sheets apart and give each student comments written about him/her by the other class members. Explain that some students may not have written anything about others because they do not know them well enough to write anything. (This also allows time for the teacher to censor any inappropriate comments.)

You may wish to cut the compliments apart and place them in a small envelope for each student along with a small candy bar sealed with a sticker. Pass the envelopes out at the end of class. This will stop the students from comparing their compliments (what kind and how many) with each other.

Supplemental Resource:

Reader's Digest, “All the Good Things”, 1991, October, Sister Helen P. Mroska, pages 49-52.

Pat on the Back

Tobacco Chew

Read an article and facts about the harmful effects of chewing tobacco especially the disease called Leukoplakia.

- Buy a package of tootsie rolls. Unwrap them and put them in a chewing tobacco tin that has been cleaned out and covered with foil on the inside.
- Offer the students one and of course they have to take it. Also offer them a small disposable cup to spit in.
- The rules are they are to put the tootsie roll next to the gums and cheek. They are not allowed to move it, once it's in its place it stays till it's gone. They cannot swallow the spit. They have to use the cups. Make it as realistic as possible.
- By the time the tootsie roll is gone they will have puckered and sore gums and cheek which simulates the disease called leukoplakia as discussed in the article.
- We discuss the problems with chewing and dipping.

Activity 7

Submitted by Debre Ellis, FACS Educator, Alameda Alternative School

Topic: Depression, Suicide

TIGHTROPE

CONCEPT: Youth today deal with a great deal of stressful situations, decisions and peer pressure. Some feel that turning to others for help means that they are not strong enough to handle their own problems. Those that do turn to others for help usually choose friends who may not have the experience or knowledge to give them meaningful support. We need to encourage kids to have a strong support network to help them when the going gets rough and to have an adult who can help them when a situation arises that needs more insight than a peer can offer.

MATERIALS NEEDED:

- ◆ Two eight foot long wooden 2 by 4's per team of ten people 3 cinder blocks per team
- ◆ 6 blindfolds per team
- ◆ A watch with a second hand
- ◆ A paper and pencil to record times

ACTIVITY:

Divide the class into teams of about ten people each. Put two cinder blocks down on the ground, eight feet apart. Put another cinder block halfway between the other two. Lay two 2 by 4's side-by-side across the cinder blocks to form a long narrow walkway.

Now have an eight inch by eight foot walkway about eight inches off of the ground.

Students will need to form a single file line at one end of their walkway. The object is to walk as quickly as they can from one end of the walkway to the other. They must walk using a heel-to-toe walking motion. This means that the heel of one shoe must touch the toe of the other shoe as they walk. This will keep the speeds down on the walkway and make the activity work better. They may not touch any walls or another person to help them walk. They must walk without any support. **STRESS SAFETY FIRST.**

The next person in line may not start until the person ahead of them has stepped down off of the other end of the walkway. If a person falls off of the walkway or places one foot on the ground as they walk, they must get back up on the walkway and start from where they fell from or touched. When the entire team has finished, record their time.

Take one of the 2 by 4's off of the cinder blocks. This will leave only one 2 by 4. The walkway will now be about four inches by eight feet. This second round is conducted exactly as the first round was except using the narrower walkway. Once again record the times. Compare the times with the first round. This round will be slower because of narrower walkways.

Round Three: The person who is walking on the walkway must now be blindfolded. Once again conduct this round just like round two, using the narrower one board walkway. Give each team three blindfolds so the next person in line will be ready to go when it is their turn. You will need someone from each team helping with the individual getting on and off the walkway. Also have spotters walking alongside to help in case someone falls. These spotters are not to touch anyone unless they are falling off. When someone does fall, they can be helped back on the board and start again at the same point where they fell off. Rotate these positions so everyone has a chance to walk. This will be a very slow round. Caution everyone to be careful. Record the total team time.

Round Four: Have the group stop and discuss how they think the process could be speeded up. The no touching rule is waived for round four. What could the team do to help each other while they are on the board? Some ideas that teams have used in the past are having two people walk on either side of the walker's hands. Others have had helpers walk in front of the walker with the walker's hands on their shoulders for support. Look at all the options. Have the teams conduct this round and record their time. If time permits, have them decide on a different way that they could speed up the process and repeat this round using the new method. Once again record their times.

DISCUSSION:

- ◆ How did you feel during round one?
- ◆ How did your team do?
- ◆ How did you feel during round two?
- ◆ What made you go slower in round two?
- ◆ How well did your team do?
- ◆ How did you feel in round three when you were blindfolded?
- ◆ How well did your team do?
- ◆ How did you feel when you had help walking?
- ◆ How did your team decide to help the walker in round four? How well did this work?
- ◆ What method did you use the second time to help the walker? How well did this work?
- ◆ How can we relate this activity to everyday life?
- ◆ What are some of the situations that we go through everyday that are not very hard on us?
- ◆ What are some situations that we go through that are hard enough that we need the help of others?
- ◆ What can happen to us if we do not have people to support us?
- ◆ What happens if the people we choose to help us are no more experienced than we are? Have you ever known someone that was going through a situation where they needed the support of someone else? Explain.
- ◆ Have you ever been a support to someone else? Explain.
- ◆ List some ways that we can support someone else.
- ◆ Who are some people that we can turn to when the support of our peers is not enough?

Jackson, Tom. More Activities That Teach (pg 288-291). 2003. Red Rock Publishing.

Stress

Introduction Activity:

Have students stand as you make this statement: How many of you have dealt with stress in the last hour, 2 hrs. 24 hrs. week, month, etc. As you can see, others around you deal with stress and we're going to talk about stress today.

The first thing we need to do is evaluate stress itself. There are countless books and research projects on stress. For our purposes, we are going to keep it fairly simple and direct. However, if you are having a great deal of difficulty in dealing with stress, you may wish to pursue this topic through your own investigative reading, classes, or counseling.

The term "stress" actually refers to the body's reactions to any demand placed upon it. Stress can be good or bad. If stress stimulates you to work harder or challenges you to be a more productive person, it may be healthy and helpful. However, when stress becomes overwhelming and causes you to feel that you have lost control, then it becomes a detriment and limits your ability to function.

If stress is your body's reaction to demands put upon it, we need to introduce a new term that labels what the demand really is. The **stressor** is the activity, emotion, or responsibility, which is placing a demand upon you and causing stress. It may be anything, from a decision of which dress to buy for prom to remaining true to the values you hold dear. It can be related to school, home, work, friends, dating, physical appearance, drugs and alcohol, etc.

DEALING WITH STRESSORS:

1. **Identify the stressor** (recognize what it is that is causing the stress.) Have students identify things that cause stress for them. Below are some ideas:
 - fighting parents
 - divorce
 - death
 - a new baby in the house
 - breaking up with a partner
 - the oil light going out in your car
 - having an argument with someone
 - losing your keys
 - passing a police car when you are speeding
2. **Identify your control over the stressor.** This may take some thinking and some honesty. Sometimes the stressor comes from an outside force, and sometimes it is a result of choices we make and is self-inflicted. For example, there is nothing you can do about

your parents' fighting or dying. These are stressors that you have no control over. You have control over how you care for your car, how fast you drive, how you treat your friends and family, how organized you are, etc.

3. **Identify whether you can eliminate the stressor; if you can, do so.** For example, don't drive so fast, decide to spend less money so you don't have to work such long hours, take good care of your body.
4. **If you cannot eliminate the stress, then build your skills to deal with it.**

Lets review how good we are identifying stressors and their sources.

EXAMPLE: You are stressed about the test you are going to take in biology today. A first response may be that the biology test is causing you stress. If the biology teacher did not give you adequate warning that a test was coming up, then the teacher may be the stressor. But if you have known for several days that you were going to be having a test, you need to look a little closer at yourself. You are stressed because you don't think you will do well on the test. You don't think you'll do well on the test because you are unprepared. You are unprepared because you didn't have time to study. What were you doing the past three nights? As you examine how you spend your time, you will find that you really are in control of your stress, if you choose to be.

There are many symptoms that tell us we are under too much stress. Let's identify the most common symptoms (see transparency master).

Symptoms of Stress

Accident prone	Increased heart rate
Anger/irritability	Insomnia
Anxiety	Lack of interest in life
Apathy	Leg wagging
Blushing	Lip biting
Chain smoking	Lump in throat
Clammy hands	Menstrual irregularities
Clenched fists	Muscle spasms/tightness
Continual boredom	Nausea
Depression	Nervous cough
Desire to run away	Nightmares
Diarrhea/constipation	Procrastination
Dry mouth	Rocking back and forth
Eating disorders	Shaking
Fatigue/weariness	Sighing
Feeling faint	Sleeping disorders
Fingernail biting	Stomach cramps
Guilty feelings	Stroking face
Hair-twirling/pulling	Talking to much
Headache	Talking to fast
Heart palpitations	Tearful
Hyperactive/listless	Temper flare-ups
Hypochondria	Tic in eye or elsewhere
Inability to be alone	
Inability to talk	

Stress Tally

Name:

Class:

A. My five greatest stresses are:

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
-

B. The five ways I react to stress are:

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
-

C. The five skills I use to cope with stress are:

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
-

D. The five ways I like to relax are:

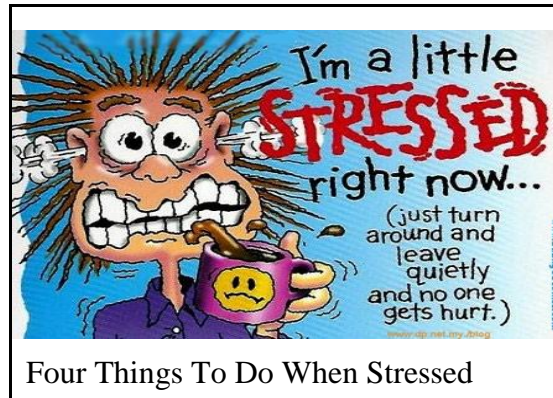
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
-

E. The five most important skills I need to learn about stress are:

- 1.
- 2.
- 3.
- 4.

Methods of Coping:

1. Change your life style
2. Learn progressive muscle relaxation
3. Use mental imagery
4. Get adequate rest
5. Learn relaxation techniques
6. Eat a proper diet
7. Get regular exercise
8. Develop hobbies or new sports you enjoy
9. Keep balance between work and play
10. Eliminate bad habits
11. Learn to pace yourself
12. Realize your limits and plan around them
13. Learn flexibility and accept imperfection
14. Talk about your troubles to people you can trust
15. Develop a positive attitude
16. Take a mini vacation
17. Learn to accept what you cannot change
18. Avoid loneliness – learn to develop friendships
19. Avoid self-pity
20. Don't be afraid to compromise
21. Learn from your experiences – don't dwell on them
22. Maintain a healthy weight
23. Involve others in decision making
24. Take a hot bath and relax
25. Take a walk
26. Plan some time just for yourself each day
27. Read books that demand concentration
28. Have a place to retreat where you can be alone
29. Use humor
30. Concentrate on what you are doing



Name _____

Sometimes people struggle in relationships because they can't deal with stress in a positive way. With some creative imagination, you could come up with plenty for better ways to spend your spare time and deal with your emotional lows. For each of the examples listed below, come up with things you can do that will deal with stress in a positive way.

List four things you can do for recreation.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

List four things you can do on a date.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

List four things you can do when you are alone and bored.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

List four things you can do with friends on the weekend.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

List four things you can do on a rainy day.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

List four things you can do when you are in a rotten mood.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Have students participate in some activities that will show various ways to deal with stress such as playing some games, going for a walk outside, preparing a food snack, listening to music, watching a fun youtube clip while eating popcorn etc.

Evaluate how the activities in the class helped you deal with stress. Write at least 8 sentence.

Activity 9

Predict Your Own Health Future

Your lifestyle choices play a significant role in your overall health and longevity. They are often the key factor in determining whether you develop heart disease, cancer, diabetes, osteoporosis, or some other life-threatening condition. If you answer this test honestly, and if you have not obvious symptoms of heart disease, cancer, or diabetes, the results will give you a fairly good evaluation of your expected life span.

Points Possible

- 1 _____ Two or more grandparents lived after the age of 75 and did not have cancer or heart disease.
- +2 _____ A parent or sibling has cancer.
- +2 _____ One parent has heart disease.
- +4 _____ Both parents have heart disease.
- +2 _____ One parent has high blood pressure.
- +4 _____ Both parents have high blood pressure.
- +2 _____ One parent has had a stroke.
- +4 _____ Both parents have had a stroke.

LIFE STYLE AND HEALTH

- +2 _____ Live and/or work in a heavily polluted area.
- 1 _____ Never smoked.
- 0 _____ Quit smoking 1 to 5 years ago.
- +1 _____ Quit smoking in the past year.
- +5 _____ Have smoked for a number of years.
- +2 _____ Smoke less than a pack a day.
- +3 _____ Smoke a pack a day.
- +5 _____ Smoke over two packs a day.
- 1 _____ Never use alcohol.
- +2 _____ Drink liquor, wine, or beer daily.
- 2 _____ Blood pressure below 121/71.
- 0 _____ Blood pressure 121/71 to 140/85.
- +2 _____ Blood pressure 141/86 to 170/100.
- +4 _____ Blood pressure 171/101 to 190/110.
- +6 _____ Blood pressure above 190/110.

YOU HAVE BEEN TOLD YOUR CHOLESTEROL LEVEL IS

- 1 _____ Over 60
- 0 _____ 60 - 45
- +2 _____ 44 - 36
- +4 _____ 35 - 28
- +6 _____ 27 - 22

PERSONALITY AND STRESS (Choose all that apply.)

- +2 _____ Intensely competitive.
- +2 _____ Angry and hostile.
- +2 _____ Do not express anger.
- +2 _____ Work hard without feeling satisfaction.
- +2 _____ Hardly laugh, depressed often.
- +2 _____ Rarely discuss problems or feelings with others.

- +2 _____ Constantly strive to please others rather than self.
 -2 _____ None of the above.

WEIGHT

- 0 _____ Normal or within 10% of normal.
 +1 _____ Overweight by 20% to 29%.
 +2 _____ Overweight by 30% to 39%.

YOUR EXERCISE

- 2 _____ Vigorously for at least 45 minutes, 4 - 5 times/week.
 -1 _____ Vigorously at least 30 minutes, 3 times/week.
 0 _____ Moderately, at least 30 minutes, 3 times/week.
 +2 _____ Moderately, twice weekly.
 +3 _____ Rarely or never.

YOUR DIET (Choose all that apply)

- 2 _____ You eat cabbage, broccoli, cauliflower, carrots, or beans 3 or more times per week.
 -2 _____ You eat high-fiber grains almost daily (whole wheat bread, brown rice, bran cereal, etc.)
 -2 _____ You eat 3 or more servings of fruits and vegetables a day.
 +1 _____ You go on 1 or 2 fad weight-low diets a year.
 +2 _____ You eat butter, cream, and cheese frequently.
 +2 _____ You eat beef, bacon, or processed meats frequently.
 +2 _____ You add salt to food before tasting it.
 +2 _____ You eat more than 6 eggs per week.
 +2 _____ You eat ice cream, cake cookies, or rich desserts almost every day.

OTHER FACTORS

- +3 _____ A female taking birth control pills and smoking.
 +1 _____ A male, heavily muscled and stockily build.

_____ **TOTAL SCORE**

Interpreting score

-18 to 0: Low risk - You should enjoy a long healthy life. If you continue your life style, you will have low risk or cancer, heart disease, stroke or diabetes. Continue to practice the rules of good nutrition.

1 to 34: Moderate risk - You can expect an average life span. Check to see where you can lower your risk factors.

35 to 60: At Risk - You are at some risk. Seek professional advice on how to lower your risk.

Name _____ Date _____ Period _____

HEALTH CONCERNS MATCHING

PRE-TEST

- A. Anemia**
- B. Colon and Rectal Cancer**
- C. Diabetes**
- D. Hypoglycemia**
- E. Heart Disease**
- F. Osteoporosis**

Match the letters above with the correct health concern that it represents most accurately.

1. _____ Bones become porous and fragile due to the lack of calcium.
2. _____ Atherosclerosis is the most common form.
3. _____ Milk intake for children=2 cups; adolescents=4 cups; adults=2cups.
4. _____ High sodium/salt foods contribute to this disease.
5. _____ Condition - low blood glucose levels.
6. _____ Hyperglycemia - blood glucose levels are too high.
7. _____ High fiber diets can help with this illness (drink a lot of water along with the fiber).
8. _____ Severe depletion of iron stores resulting in low blood hemoglobin.
9. _____ One of the top causes of cancer deaths in the United States.
10. _____ Fortified cereals have iron added which helps this illness.
11. _____ Warning signs may include: headache, mental dullness, fatigue, irritability, trembling, hunger, anxiety.
12. _____ Causes damage to the kidneys, eyes, and other body parts.
13. _____ Eating plenty of fruits, whole grains and vegetables, help with this problem.
14. _____ Decrease consumption of foods high in saturated fats and sodium can help with this illness.
15. _____ Bones become porous and fragile due to the lack of calcium.
16. _____ Plaque causes hardening of the arteries.
17. _____ Menstruating females are at higher risk.
18. _____ Diets should consist of 20 - 35 grams of fiber a day.
19. _____ A drop in blood glucose following a meal.
20. _____ Fasting/starving can induce this illness; usually seen after 8 - 14 hours of not eating.

21. _____ Factors increasing the risk: genetics, age, high-fat diet, lack of exercise, stress, smoking and tobacco, alcohol consumption.
22. _____ Bone density is developed during the first 25 years of life.
23. _____ Affects the body's production and use of insulin (hormone produced in the body).
24. _____ Meat is an excellent source of iron.
25. _____ Fiber inhibits the development of rectal polyps.
26. _____ Types: Child/juvenile and adult onset.
27. _____ Risk factors: Genetic predisposition; healthy body weight.
28. _____ No iron is absorbed; vitamin C helps to absorb iron when taken together.
29. _____ Symptoms: Weak, tired, mental state affected.
30. _____ Symptoms: Excessive urination and thirst; weight loss with nausea, cravings for food - especially sweets; blurred vision; slow healing of cuts and bruises.
31. _____ Advanced age, lack of exercise, alcoholism.
32. _____ Risk factors: Advanced age, low-calcium diet, female gender, thinness, smoking, lack of exercise, alcoholism, chronic steroid use.
33. _____ People confined to bed and bones and muscles lose strength are more at risk.
34. _____ Weight-bearing exercises such as walking, dancing, jogging are especially effective in maintaining bone density.
35. _____ The saturated fat in the diet is changed to cholesterol which forms the plaque.

Name _____ Period _____ Due Date _____

Family Health Tree

Directions: Discover what you can about your health. Knowledge of your heritage will help you understand more fully about what you may expect concerning your own health in the future.

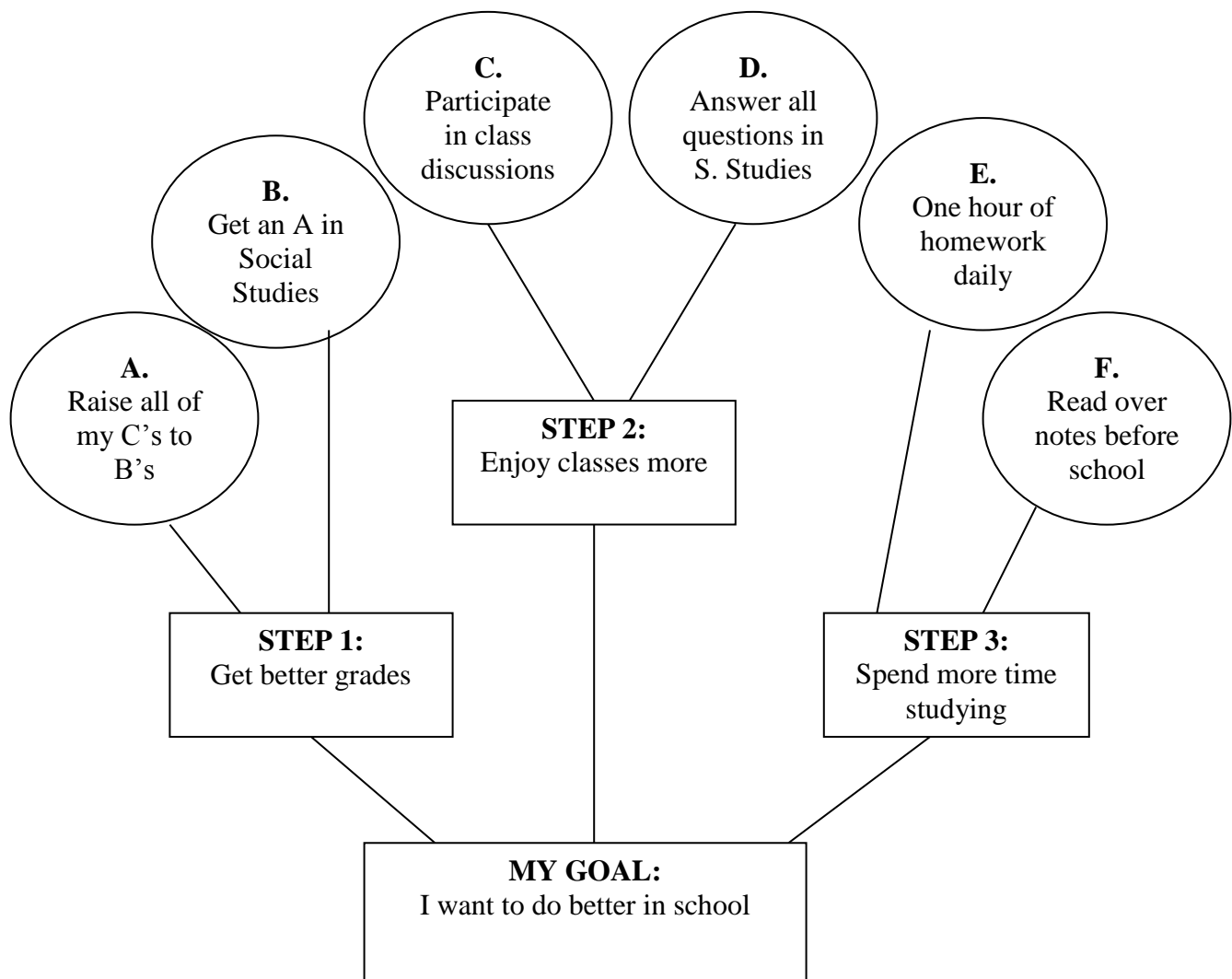
Research as carefully as you can, starting with your great grandparents--their health problems, deficiency diseases, or any inherited concerns you are aware of. How did they die or what caused their deaths, were there any serious health problems such as heart problems, cancer, diabetes, chronic ailments, ulcers, migraines, or allergies. Fill in their full names and dates of birth and death if applicable. (You will need to ask your parents to help you with this information)

Record your research in the appropriate spaces. Determine any inherited health problems you may need to be aware of on the back.

MY HEALTH HERITAGE			
Great Grandfather:		Great Grandmother:	
Grandfather:		Grandmother	
Father:		Mother:	
ME (Student name):			

Goal Tree

DIRECTIONS: When writing goals, it is very important to be specific about what you intend to accomplish, and how you intend to accomplish them. Using a “Goal Tree” is one way to narrow down the things you’d like to change. An example is provided below. Review it carefully from the bottom up, and then complete your own “Goal Tree” in the empty spaces.

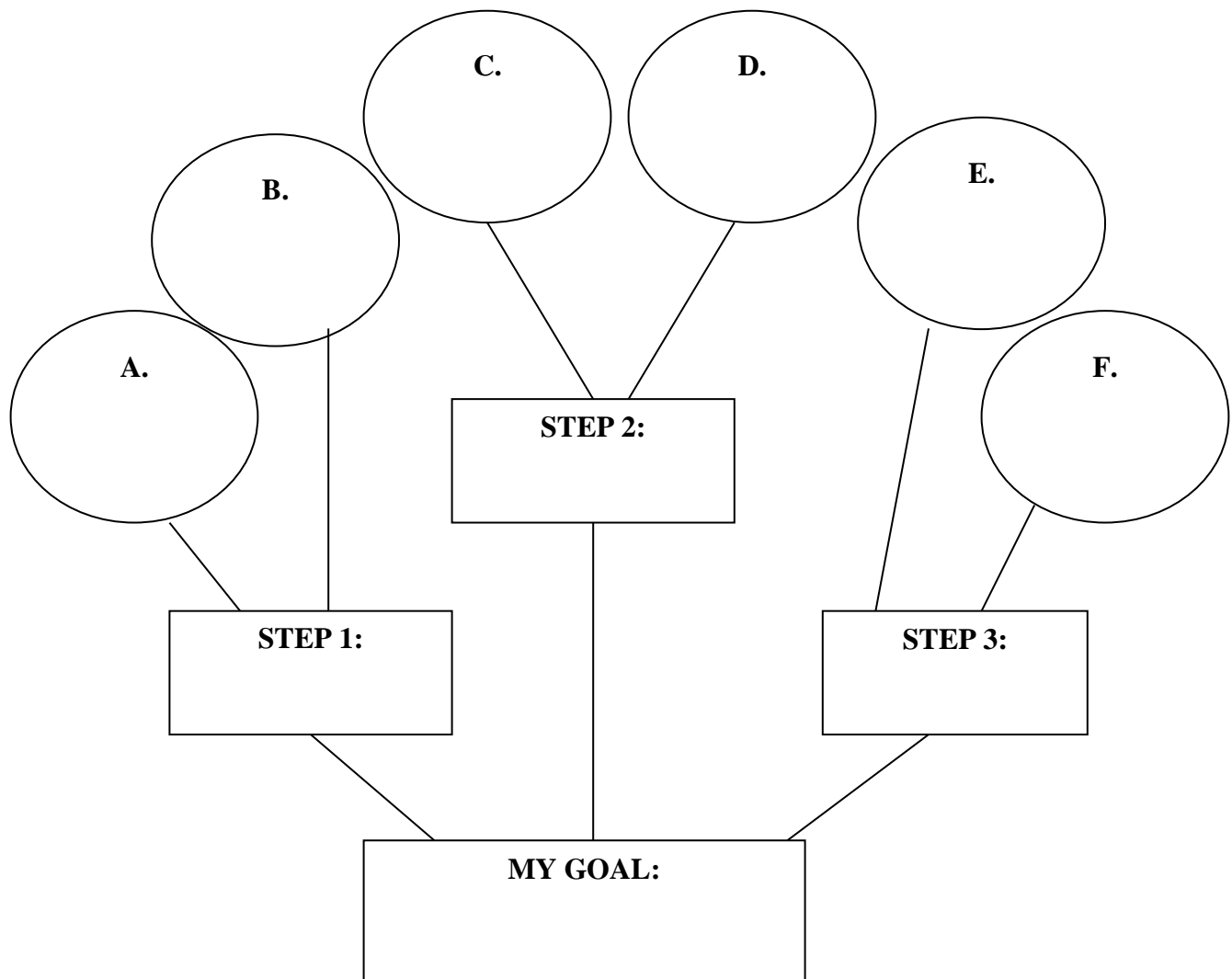


How to build your goal tree:

- **MY GOAL:** state your goal

- **STEP 1,2,3:** identify three ways you could accomplish your goals
- **A-F:** be even more specific, what could you do to further accomplish your goals

My Goal Tree



The Five Love Languages

What is Your Love Language??

The profile consists of 30 pairs of statements. You can only pick one statement in each pair as the one that best represents your desire. Read each pair of statements, and then, in the right hand column, circle the letter that matches up with the statement you choose. It may be tough at times to decide between two statements, but you should only choose one per pair to ensure the most accurate profile results. Once you have finished making your selections go back and count the number of times you circles each individual letter. List the results in the appropriate spaces at the end of the profile. Your primary love language is the one that receives the most points.

1. Notes from you make me feel good.	A
I love your hugs.	E
2. I like to be alone with you.	B
I feel loved when you wash my car.	D
3. Receiving special gifts from you makes me happy	C
I enjoy long trips with you	B
4. I feel loved when you help me with the household chores	D
I like it when you touch me.	E
5. I feel loved when you put your arm around me.	E
I know you love me because you surprise me with gifts.	C
6. I like going most anywhere with you	B
I like to hold your hand.	E
7. I value the gifts you give to me.	C
I love to hear you say you love me.	A
8. I like for you to sit close to me.	E
You tell me I look good and I like that.	A
9. Spending time with you makes me happy.	B
Even the smallest gift from you is important to me.	C
10. I feel loved when you tell you are proud of me.	A
When you cook a meal for me, I know that you love me.	D
11. No matter what we do, I love doing things with you.	B
Supportive comments from you make me feel good.	A
12. Little things you do for me means more to me than things you say	D
I love to hug you.	E
13. Your praises means a lot to me.	A
It means a lot to me that you give me gifts I really like.	C

- | | |
|---|----------|
| 14. Just being around you makes me feel good. | B |
| I love touch my arm. | E |
| 15. Your reactions to my accomplishments are so encouraging. | A |
| It means a lot to me when you help with something I know you hate. | D |
| 16. I never get tired of holding hands. | E |
| I love that you shows real interest in things I like to do. | B |
| 17. I can count on you to help me with projects. | D |
| I still get excited when opening a gift from you. | C |
| 18. I love for you to compliment my appearance. | A |
| I love that you listen to my ideas and do not rush to judge or criticize. | B |
| 19. I can't help but touch you when you are close by. | E |
| You sometimes run errands for me, and I appreciate that. | D |
| 20. You deserve an award for all the things you do to help me. | D |
| I'm sometimes amazed at how thoughtful your gifts to me are. | C |
| 21. I love having your undivided attention. | B |
| Helping me when I'm busy is an important act of service | D |
| 22. I look forward to seeing what you give me for my birthday. | C |
| I never get tired of hearing you tell me that I am important to you. | A |
| 23. You let me know you love me by giving me gifts. | C |
| You show your love by helping me catch up on projects. | D |
| 24. You do not interrupt me when I am talking, and I like that. | E |
| I never get tired of receiving gifts from you. | C |
| 25. You can tell when I'm tired, and you are good about asking how you can help. | D |
| It doesn't matter where we go: I just like going places with you | B |
| 26. I love showing affection towards you. | E |
| I love surprise gifts from you. | C |
| 27. Your encouraging words give me confidence. | A |
| I love to watch movies with you. | B |
| 28. I couldn't ask for any better gifts than the ones you give me. | C |
| I just love to cuddle with you. | E |
| 29. It means a lot to me when you help me despite having other things to do. | D |
| It makes me feel really good when you tell me you appreciate me. | A |
| 30. I love you to touch me as you walk by. | E |
| I love hearing you tell me that you believe in me. | A |

A: ____ B: ____ C: ____ D: ____ E: ____

A= Words of Affirmation
 B= Quality Time
 C=Receiving Gifts
 D=Acts of Service
 E=Physical Touch

Adapted from The Five Love Languages by Dr. Gary Chapman

Qualities I want in a Mate

DIRECTIONS: Have students take a sheet of paper and list all the qualities they would like in a future mate. There is no limit to the number of items they may put on their lists, as long as the items reflect the qualities they think are most important. Give students time to complete the list.

There are many reasons for making this list:

1. **Be selective.**
Remember that this decision will effect your life more than any other. If you were selecting a car, you would have a set of standards the car would have to meet before you would buy it. Know what you want in a mate.
2. **Make a list before you develop a relationship.**
Once you love someone your objectivity is lost and you will settle for the traits your partner already possesses.
3. **Find the right person, do not try and change the person**
If the right person does not have every trait on your list, ask yourself if you can love him/her just as he/she is. If there are some things you just cannot live without or some things you just cannot live with, find someone else-do not try to change the person. The chances of the change being permanent are not very likely and would be an unstable foundation on which to base a marriage/relationship.
4. **Become the kind of person you want to marry.**
Display the transparency “You are what you are, not what you want”

Not only is it unfair for you to expect your intended mate to be something you are not, it is unlikely you will attract someone vastly different from your own standards, beliefs, and philosophies.

For example:

- * People who are neat and tidy in their appearance rarely date people who are slob.
- * “Bookworms” rarely date “drug heads”

The following poem illustrates the importance of being similar to the person you plan to marry.

The Dirtiest Man in the World

Oh I'm Dirty Dan, the world's dirtiest man,
I never have taken a shower.
I can't see my shirt – it's so covered in dirt,
And my ears have enough to grow flowers.

But the water is either a little too hot,
Or else it's a little too cold.
I'm musty and dusty and patchy and scratchy
And mangy and covered with mold.
But the water is always a little too hot,
Or else it's a little too cold.

I live in a pen with five hogs and a hen,
And three squizzly lizards who creep in
My bed, and they itch as I squirm, and I twitch
In the cruddy old sheets that I sleep in.

If you looked down my throat with a flashlight, you'd note
That my insides are coated with rust.
I creak when I walk and I squeak when I talk,
And each time I sneeze I blow dust.

The thought of a towel and some soap makes me howl,
And when people have something to tell me
They don't come and tell it – they stand back and yell it.
I think they're afraid they might smell me.

The bedbugs that leap on me sing me to sleep,
And the garbage flies buzz me awake.
They're the best friends I've found and I fear they might drown
So I never go too near a lake.

Each evening at nine I sit down to dine
With the termites who live in my chair,
And I joke with the bats and have intimate chats
With the cooties who crawl through my hair.

I'd brighten my life if I just found a wife,
But I fear that never will be
Until I can find a girl, gentle and kind
With a beautiful face and a sensitive mind,
Who sparkles and twinkles and glistens and shines –
And who's almost as dirty as me.

Murder Mystery Communication Game

Directions

Students are seated in a circle with the teacher standing outside the group. The teacher gives the following explanation:

Today we are going to play a game that will help improve your discussion and communication skills that are necessary in every area of your life. Each of the cards I am holding contains one clue that will help you solve a murder mystery. If you put all the facts together, you will be able to solve the mystery. You must determine the following:

- The murderer
- The weapon
- The time of the murder
- The place of the murder
- And the motive

Any time you think you know the answers and the group agrees, you may tell me. I will tell you whether all six are right or wrong. You may organize yourselves in any way you like. You may not, however, pass your clues around, show them to anyone else, leave your seats, or write anything down. All sharing of the clues and ideas must be done verbally.

- After clarifying the rules, pass out the clues. If you have more clues than students, give some students more clues until all the clues have been dispensed.
- You may also assign some students to be observers who can make comments and suggestions afterwards about the group's organization and efficiency.
- A time limit may be set. (It usually takes students 30-45 minutes when no time limit is set.)
- The teacher stands unobtrusively in the background. The teacher should not make suggestions, give hints, or interrupt.

Solution

After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment (place of murder), where he was killed by Mr. Scott (murderer), with a knife (weapon), at 12:30 a.m. (time of the murder) because Mr. Scott and Mr. Kelley's wife were conspiring to take over Mr. Kelley's business (motive).

Follow-Up Discussion (Suggestions):

1. What helped the group organize the facts?
2. What slowed down the group?
3. Was a leader needed? How did the leader take over leadership? Was this positive or negative?
4. How was time lost in getting organized?
5. Why was it ineffective for everyone to talk at once?
6. What problems arose when not all clues were presented?
7. Were all members included in the problem solving process? Why?
8. Did anyone monopolize the discussion? If so, what was the result?
9. Were any major difficulties encountered?
10. Which techniques worked the best for solving the mystery?

Clues: (not in any particular order)

Miss Smith often followed Mr. Kelley

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The elevator operator saw Mr. Kelley go to Mr. Scott's apartment at 12:25 a.m.

Mr. Jones shot at an intruder in his apartment building at 12:00 midnight

Mr. Kelley's bloodstains were found on the carpet in the hall outside Mr. Jones' apartment

The elevator operator said that Miss Smith was in the lobby of the apartment building when he went off duty

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it

When the elevator operator saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with the police

Mr. Kelley had destroyed Mr. Jones' business by stealing all of his customers

Mr. Kelley's body was found in the park

Mr. Kelley's body was found at 1:30 a.m.

Police were unable to locate Mr. Scott after the murder

Mr. Jones had told Mr. Kelley that he was going to kill him.

The elevator operator went off duty at 12:30 a.m.

Communication

*Author: Robyn Eastin
Madison High School*

Introduction to Texting and Sexting

Think you have the texting and driving thing down?

Researchers have a message for millions of Americans who text while driving a car, Rollerblading, or even stepping off a curb: R_U_AN_ID10T?

Go to the Oprah website and discover many ideas to use for teaching.

<http://www.oprah.com/packages/no-phone-zone.html>



The following youtube clips chronicle a driving accident and the consequences for Reggie Shaw, Utah teen.

Part one:

http://www.youtube.com/watch?v=6VM_K_hn_5w&feature=related

Part two:

http://www.youtube.com/watch?v=KxHN_4buNA8&feature=related

Human Relations

1-800-431-2050

<http://www.hrmvideo.com/items.cfm>



Grades: 5 - 9



Windows Media

Price: ~~\$179.00~~ \$139.95

A nasty rumor spreads through school with lightning speed. A bully's taunt reaches its target instantly. A young teen is caught "sexting"—sending sexually explicit images or words over a cell phone. Today, kids no longer have to wait to get to a desktop computer to see and hear all the latest gossip. It's right in their hands, on their cell phones, mobile email devices and handheld computers, giving them the ability to take and send pictures and videos and instantly access social networking sites like Facebook and Twitter. Using dramatic scenarios as well as first person experiences, explores the positive and negative sides of this new technology. Gives viewers a primer on the Do's and Don'ts of text messaging, including the laws on privacy and child pornography, setting and maintaining personal boundaries, dealing with unforeseen consequences, and underscoring the need to "think before you click".

Running Time: 19 Minutes

Includes: video, and all support materials, fact sheets and activity sheets on a data DVD, plus a printed copy of the teacher's resource book and student handouts with pre/post test in a 3-ring binder.

Activity 19

Communication Ideas

Author:

DeAnna Stewart

FACS Teacher

Wendover High School

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There's a clip from While You Were Sleeping with Sandra Bullock that you could probably use for communication. I used it more talking about dating and body language. It's around the time of the New Year's Eve party. It's when Jack asks Lucy about Joe Jr "leaning" when Joe Jr was talking to her. She has no clue what he means until Joe Jr interrupts and asks if Lucy is okay because Jack seems to be "leaning". I would be interested in any other responses you get

Author: Jerrie Lin Hansen

My student teacher put together a tape of clips for me. She just taped David Letterman interviewing someone talking about their kids; dumb dumber was the scene when the talk about eking their way through life and staying put to build the worm farm; Goonies scene is the last of the movie when the girl tell the boy that when all his part catch up he will be a great kisser; Sleepless in Seattle was the scene where they are talking and typing the letter and about meeting him on New York on top of the building; Twister scene is when they are chasing the twister and the balls get spilled all over the road and he tells her that she can not see what's right in front of her meaning him.

Author: Jessica Smith

You've Got Mail has some great clips. You can also show written communication through email.

Author: Lenora Reid

FACS Educator &

FCCLA Advisor

Pleasant Grove Junior High

When we talk about Communications, I like to use The Pacifier, Full House, and The Cosby Show. All of these have many, many different clips of good and poor communication skills as well as good examples of Parent, Child and Adult Communication Styles. I have also used Home Alone, A Walk to Remember, and Holes.

I use a worksheet for Holes in reviewing the Communications Unit. Here is that if you want to use it. I usually show a majority of the movie just one 80 minute class period. Oh, I teach Teen Living, by the way. The Pacifier: "Shane's Rules" This is where he gets the kids out of bed way early on Sunday morning and tells them "Everything is done my way, no highway option." Commands, orders, bossy, etc. Then he says "do you copy" Then the little girl says "what, do you copy. Then they play the copy game a bit. Kids get the point that child form of communication doesn't get you very far at all. Also, Parent style of communication doesn't make the people you are talking to very happy or willing.

Home Alone: The part where they are eating pizza the night before their flight is scheduled to leave. Buzz is being mean to Kevin and Kevin pushes him into the drinks. The drinks spill and chaos breaks out. Then everyone starts calling Kevin names and there's lots of child and adult communication going on. For your different conversations types that they go under, you could use the part on Home Alone where Kevin actually talks to the neighbor and they have a personal conversation about what things they are afraid of and getting along with family members.

For validating feelings, you could show the part on The Pacifier where Shane and Zoe are on the balcony of the home and Shane talks to her about losing her dad and how he lost his dad when he was younger and for a while he thought if he talked about it he was letting people down, but he tells her it is okay to feel bad about losing your dad. etc.

Also, on Princess Diaries (the first one) You could show the clip where Mia meets her grandma for the first time. It is kind of superficial conversation at first. On Princess Diaries 2 you could use many different clips from all throughout the movie to show different conversations. When she meets Nicholas for the first time, when she talks to her Grandma about getting married to someone (arranged marriage), when she talks to her best friend, when she talks to Andrew about not really being in love with each other, when she loses her "wooden leg" when inspecting the royal guard and Nicholas follows her to tease her, etc.

Ethical Dilemmas

DIRECTIONS: Read each dilemma and discuss the ethics and factors involved in each decision.

1. You are engaged to be married to a person who just had an accident and is now a paraplegic. Will you still go through with the marriage? What will influence your decision?
2. Your mother is in pain and paralyzed. The doctor said she will die soon. Your mother begs you to give her poison so she can die. What will you tell her?
3. When you park your car you scratch a brand new sports car. No one saw what happened and you are from out of town so no one will know it was your fault. What will you do?
4. Your best friend just told you that she has AIDS. She doesn't plan to tell anyone else yet. She asks you if she can stay at your house for a few weeks until she decides what to do.
5. What will you advise her to do? Will you let her stay at your house?
6. You see two people fighting in the parking lot. One asks you for help. What will you do?
7. You just found out that a close friend is a drug dealer. What will you do?
8. You are on vacation at an expensive resort. There are several homeless people sleeping near the beach. A messy, unkempt person asks you for some money for food. What will you do?
9. You are having trouble on an important test. You can easily look at someone else's paper and you will not be caught. What would you do in this situation?
10. A person you respect tells you that it is ok to cheat because everyone else is doing it. He says that "getting caught" is the real crime. How would you respond?
11. You are working part-time in an office and receive minimum wage. Would you take items such as pens, pencils, and paper clips home for your own use? Why?
12. You have witnessed your best friend being physically abused by her boyfriend, who is the student council president. What would you do?

DISCUSSION QUESTIONS:

- What role does self-concept play in making ethical decisions?
- Think about some real ethical dilemmas you have faced. What factors influenced your decision?
- How would you feel if someone told you that you made the right decision? The wrong decision?
- Would the opinions of others influence how you view yourself and the decisions you may make in the future?

*We can secure other people's approval, if we do right and try hard;
but our own is worth a hundred of it.
- Mark Twain*

LEADERSHIP - Profile of a Good Leader

Name: _____ Class: _____

DIRECTIONS: For each leadership quality listed below, have students identify people they know who exhibit those qualities and examples of how they exhibit them.

Leadership Qualities	Person(s)	Examples
1.Makes good decisions		
2. Has self confidence		
3. Motivates and persuades others.		
4. Delegates responsibility		
5. Gets along well with others		
6. Knows the job well		
7.Uses good communication skills		

Chain of Communication		

Topic: Communication and teamwork

Objective: To encourage students to think about how they work in teams and what they can do to help different teams work cooperatively and effectively to solve problems,

Author/ Source: Dusty Perry /Lessons in Leadership

Materials Needed:

A large number of construction paper strips in four or five colors

Five foot long piece of string or yarn for each team

Tape

Time Required: One class period

Procedure:

Divide class into teams of 5-7 students. Mix the strips of construction paper so that you have a pile for each team and so that each pile of strips has more of one color than the other colors. Have each team tape its piece of string/ yarn horizontally on the wall (or across the floor). They will hang their chains from the string. Give each team its pile of paper strips, string, and tape.

Instructions for each team:

- A. Your team's goal is to make as many paper chains as you can using as many of your strips as you can.
- B. There are four rules for making your chains:
 1. Each chain must be longer than the previous chain.
 2. The first chain must have at least one link of each color. The color sequence you for the first chain will form the pattern for the rest of your chains.
 3. You must use the same color sequence as you make longer and longer chains.
 4. You may trade for links with other teams.
- C. Assign each team member a role:
 1. Facilitator- Makes sure that everyone has their say in the activity.
 2. Negotiator- Negotiates with other teams for paper strips that you need.
 3. Encourager- Gives positive feedback to the team
 4. Summarizer- Summarizes ideas and suggestions from the team.
 5. Officer- Keeps track of time, makes sure links are sequenced correctly and are the right length.
 6. Peacekeeper- helps team sort out conflicting ideas and reach decisions.
 7. Observer- Watches team process and interaction; reports this information to class after activity.
- D. You have five minutes to choose roles, organize your team, and decide on a plan to complete your task. Then you will have 15 minutes to make you chains.

Processing:

Have teams come together into one large group to discuss questions. Have observers report to large group:

- How did the team decide who would take each role?
- Who made the decisions?
- How did the team decide who would take each role?
- Who made the decisions?
- How did the team decide how to make the chains?
- What did team members do or say to help accomplish the task?
- Was there anything the team could have done differently to work more effectively together?
- How would you rate your team's effort on a scale of 1 to 10?

Ask students who were responsible for each role:

- How did it feel to play your role?
- How did you contribute to the success of your team?

Ask to entire group:

- Which role was most important in achieving your goal? Why?

As a group, complete the following table (write on newsprint or board):

Characteristics of a Successful Team

What You See

What You Hear

Colorblind

Topic: Communication and Group Process

Objective: To emphasize the importance of listening skills and feedback.
To understand that lack of trust in a group can seriously reduce its effectiveness.
To stress that supporting roles are often as important as leading roles.
To point out the distractions of effective communication.
To understand that outsiders often are in the best position to give.

Author/ Source: Susan Townsend/Lessons in Leadership

Materials Needed: 30 pieces of paper (15 red, 15 blue), two blindfolds.

Time Required: 30 minutes.

Procedure:

1. Two members of the group are removed from the room and blindfold. The rest of the group sits in a large circle, and the pieces of paper are scattered randomly in the circle. When the blindfolded people are brought back in, they will crawl around inside the circle picking up pieces of the paper, one picking up only red pieces, and the other picking up only blue pieces. Since they are blindfolded, they will rely on direction from the people sitting around them (who may not move or touch the blindfolded people during the activity).
2. The activity has three rounds, each with two different blindfolded people. The round ends when one blindfolded player has picked up all of his/her pieces of paper (or whenever you realize they may never pick them all up).
3. Before each round, while the two blindfolded people are still out of the room, appoint half the group to assist one blindfolded person and half assist the other. Also, before the blindfolded people are led back in, give the group the RULES for that particular round, which are as followed:

Round #1

You may not mislead either of the blindfolded players. You may only truthfully help your assigned blindfolded person.

Round #2

You may mislead either player.

Round #3

Add whatever twist you want to the activity (e.g. have the blindfolded people try to pick up the same colors, let only two people on the outside speak, don't let anyone speak but let them touch the players, etc.).

Processing:

- What just happened?
- How do you feel about this activity?

- How did the blindfolded people feel each time?
- What was the hardest/ easiest part about this activity?
- How did the group feel about giving directions?
- How did the different rules for each round affect how you felt?
- Which blindfolded people had the easiest/ hardest task and why?
- How did the blindfolded people know who to listen to? How do you know in real life?
- How did the group best communicate with the blindfolded people?
- Did the circle keep moving in, despite the rule against not moving? Why?
- When are you “blind” in real life? Are there any “blind” people in your organization?
How can you handle this?
- What hindrances are there to communication in your club?
- What can affect how your club members work together as a group?
- Why did we do this activity? What did you learn?

Grass is Greener

Topic Area: Cliques

CONCEPT: No matter what we have, what others have sometimes looks better. This manifests itself in the desire to be a part of the “in crowd.” We want to do what they do and have what they have. The result of this type of thinking has people believing that certain groups or individuals are better than others. This can affect a person’s self-esteem and have an impact on behavior.

MATERIAL NEEDED: The Sneetches and Other Stories by Dr. Seuss, published by Random House

ACTIVITY: Read the story “Sneetches” to your group. Be sure to show the pictures to the kids as you read.

DISCUSSION IDEAS:

- ◆ Which group thought they were the best? Why?
- ◆ Which group thought they were less important? Why?
- ◆ How did the Star-belly group treat the Plain-belly group? Describe some specific example.
- ◆ What did Sylvester McMonkey McBean promise the Plain-bellies?
- ◆ How did his plan accomplish what the Plain-bellies wanted?
- ◆ How did the Str-bellies react to the plan?
- ◆ After McBean left, what do you think they are better than other groups? Why would they think that?
- ◆ Do we have any groups in our area that think they are better than other groups? Why would they think that?
- ◆ When is it good to think your group is the best?
- ◆ When is it bad to think your group is the best?
- ◆ What role does advertising or other media play in making things “in” or “out”?
- ◆ What happens to society when groups think they are better than others?
- ◆ How do people feel when they are labeled as part of the “out” group?
- ◆ How do people feel when they are labeled as part of the “in” group?
- ◆ Have you ever known someone who was part of the “in” group? Please describe (Remind the students not to use names)
- ◆ What effect did this have on them?
- ◆ Have you ever known someone who was part of the “out” group? Please describe. (Remind the students not to use names)
- ◆ What effect did this have on them?

Once Upon a Time.....

An Introduction to Family Roles

DIRECTIONS:

As a group, provide the names of the following characters from the fairy tales listed. Then answer the questions at the bottom of the page.

FAIRY TALE	HERO	HEROINE	EVIL ONE
Cinderella			
Snow White			
Rapunzel			
Beauty & the Beast			
Little Mermaid			
Aladdin			
Sleeping Beauty			
Peter Pan			

How are the females stereotyped? (Try to list at least 5 ways)

How are the males stereotyped? (Try to list at least 5 ways)

TEACHER KEY

Once Upon a Time.....

An Introduction to Family Roles

DIRECTIONS:

As a group, provide the names of the following characters from the fairy tales listed. Then answer the questions at the bottom of the page.

FAIRY TALE	HERO	HEROINE	EVIL ONE
Cinderella	Prince	Cinderella	Wicked Stepmother
Snow White	Prince Charming	Snow White	Wicked Queen Witch
Rapunzel	Prince	Rapunzel (lettuce)	Witch
Beauty & the Beast	Beast	Belle	Geston
Little Mermaid	Eric	Arielle	Ursela
Aladdin	Alladin Prince Ali	Jasmine	Jafar
Sleeping Beauty	Phillip	Aurora	Maleficent
Peter Pan	Peter	Wendy	Captain Hook

How are the females stereotyped? (Try to list at least 5 ways)

How are the males stereotyped? (Try to list at least 5 ways)

Once Upon a Time....

DIRECTIONS: In this activity, each student is to write his/her own fairy tale where he/she is the hero/heroine. Give the class about 15-20 minutes to do this. Tell them that they can start the story in the usual way (once upon a time...) and end in the usual way (and they lived happily ever after....).

After the students finish writing; ask for volunteers to share their fairy tale with the class. (The teacher may choose to read them without revealing the names of the students who wrote them).

Have students look at their stories as you ask the following questions. The student can circle the answer to each question if it appears in the story.

Of the **main characters** in their personal fairy tales:

1. How many were single parents?
2. How many lived in poverty?
3. How many were divorced?
4. How many abuse their spouse, children, girlfriend, and boyfriend?
5. How many male characters were out of work?
6. How many female characters worked outside of the home?
7. How many families were headed by women?
8. How many lived in an apartment?
9. How many were pregnant before marriage?
10. How many were receiving job training?
11. _____
12. _____

Use these questions to help the students understand how fairy tales can portray an unrealistic picture of life and gender roles.

- What do these fairy tales tell us about life? Marriage? Working? Relationships?

“Some believe the greatest threat to our national security and future comes from no external enemy but from the enemy within – in our loss of strong moral and community values and support.”

The Measure of Our Success, 1992, Marian Wright Edelman

Linking Families and Communities

Name: _____ Class: _____

DIRECTIONS: Identify two agencies or professionals in your community who are able to help individuals and families facing the following situations.

Death of a family member:

1. _____
2. _____

Divorce

1. _____
2. _____

An aging family member

1. _____
2. _____

Physical/Mental Disability

1. _____
2. _____

Unemployment

1. _____
2. _____

Alcoholism or drug abuse

1. _____
2. _____

Suicide of a family member

1. _____
2. _____

Domestic violence/date rape

1. _____
2. _____

Child abuse

1. _____
2. _____

Unplanned pregnancy

1. _____
2. _____

Depression

1. _____
2. _____

Eating disorder(s)

1. _____
2. _____

Insurance Types

Discuss the different types of insurance:

- **Automobile** – an arrangement between an individual (consumer) and an insurer (insurance company) to protect the individual against risk from automobile accidents. The purpose of auto insurance is to help individuals limit their financial losses when an automobile accident occurs. Four types of coverage are available for automobile insurance.
 1. **Liability insurance** – covers the insured if injuries or damages are caused to other people or their property; it is the minimum amount of insurance required by law for automobiles.
 2. **Medical payment insurance** – covers injuries sustained by the driver of the insured vehicle or any passenger regardless of fault; also covers insured family members injured as passengers in any car or if they are injured while on foot as a pedestrian or while riding a bicycle.
 3. **Uninsured** or underinsured motorists insurance – covers injury or damage to the driver, passengers, or the vehicle caused by a driver with insufficient insurance.
 4. **Physical damage insurance** – covers damages caused to the vehicle, two optional forms of coverage are available.
 - **Collision** – covers a collision with another object, car, or from a rollover.
 - **Comprehensive** – covers all physical damage losses except collision and other specified losses.
- **Health** – provides protection against financial losses resulting from injury, illness, and disability. The purpose is to provide coverage for medical expenses, emergency and routine. Health insurance may cover hospital, surgical dental, vision, long-term care, prescription and other major expenditures. The coverage depends upon the terms of the insurance policy. Insurance may be purchased for individual, family, or through an employer.
- **Life** – a contract specifying a sum to be paid to a beneficiary upon the insured's death. The contract is a policy which states the amount to be paid to the beneficiary upon the insured person's death. The purpose is to provide money for family members or dependents when a wage earner dies.
- **Disability** – this insurance is available to prevent the risk of losing income from a disability. Disability insurance replaces a portion of one's income if they become unable to work due to illness or injury. The insurance typically pays between 60% - 70% of one's full time wage. It never pays 100% of the wages because there is no incentive to go back to work.

- **Homeowner's or Rental –**
 - Homeowners insurance combines property and liability insurance into one policy to protect a home from damage costs due to perils. A **peril** is an event which can cause a financial loss from fire, falling trees, lightning, and other disaster. **Property insurance** protects the insured from financial losses due to destruction or damage to the property or possessions. **Liability insurance** protects the insured from financial losses due to being held liable for other's losses. The homeowner's insurance should cover the replacement cost which will pay to rebuild the home if it is completely destroyed.
 - **Renter's** – protects the insured from loss to the contents of the dwelling rather than the dwelling itself. It covers major perils, provides liability protection, and provides for additional living expenses if the dwelling is rendered uninhabitable by one of the covered perils. Renter's insurance is necessary because the landlord's insurance policy on the dwelling does not cover the renter's personal possessions.

Adapted from Family Economics & Financial Education – Department of health and Human Development at Montana State University

MATCH INSURANCE TO RISK

DIRECTIONS:

1. Cut a Set of *INSURANCE* game cards and put them into a hat or bowl.
2. Divide the students into groups of three. Give each group a set of *INSURANCE* game cards. Keep score for each group on the board.
3. Each team (one student at a time) will draw a card from the hat and read the risk card to the class. Each group must then decide what type of insurance may cover the risk which was read. They should hold up the flash card they feel is the right answer.
4. After every group has had a chance to guess, reveal the answer to the students. Discuss each risk and answer with the class before drawing another risk card out of the hat.
5. For every correct answer, the team receives one point. No points are received for an incorrect answer.

Adapted from Family Economics & Financial Education; Department of Health and Human Development at Montana State University



AUTOMOBILE



HEALTH



LIFE



DISABILITY



HOMEOWNER'S
OR RENTER'S



NONE

Borrowed and lost your
neighbor's golf club

Grocery Cart hits car at
store. Need to repair
dent.

Choose to have your
nose redone.

Child needs a
tonsillectomy.

Car needs new tires.

Bread winner of the
family dies from a heart-
attack. Left one child.

Carpet worn out and
needs to be replaced.

A single, independent
twenty-year old dies in a
snowmobile accident.

Car rolls out of
driveway. Hits the
neighbor's parked car
and dents it.

Sinus infection keeps
you home from work for
two days.

Tree hit by lightening
and falls on house. Need
to repair roof.

Break a car window
while playing baseball
with your son.

Wind storm carries the neighbor's trampoline into your fence. Fence destroyed.

Your child is crossing the street. She is hit by a car and injured.

Your audio equipment was stolen from your home.

Your daughter slips on the ice in your driveway. Cuts her head and needs stitches.

Your car slid on the ice and you hit a brick mailbox.

In a car accident, you are unable to work for six months.

An unattended candle
caught fire and destroyed
your bedroom.

Home sick from eating
potato salad at a family
reunion. Missed three
days of work.

OH NO! A speeding
ticket

You hit and destroyed
the neighbor's bike while
backing out of his
driveway.

Broke leg skiing.
Need a cast.

Extra cold weather. Your
heating bill just went up!

Rock chip in wind shield.
Need a new window.

Your computer crashes
from a virus. You need to
buy a new one.

Marge's husband dies
unexpectedly. She is left
alone with three kids.

Expensive camera stolen
from your car.

Buying a Car – An Online Evaluation

Name: _____ Class: _____

Buying a car is a big decision. To help aid in the decision-making process, many online web sites have been developed to give consumers information about buying or leasing new and used cars, information about selling cars, and the newest and latest information on cars and car safety. Follow the directions below to explore and become familiar with the web site, autoweb.com.

1. Log onto the following web site: www.autoweb.com
2. Click on 'research'
 - Select 'Kelly Blue Book Values'. Using your own car, your family car, or a car assigned by the teacher, obtain the trade in value of the car by filling out the information on the web page.
Year: _____ Make/Model: _____
Trade in value: _____
 - Select 'Car Reviews'. After choosing a car of your choice, fill out the following information with reviews obtained from the web site.
Year: _____ Make/Model selected: _____
Reviews: _____

3. Click on 'Financing and Insurance'
 - Select 'Loan Calculator'
 - Fill out three of the four blanks and click on 'calculate'
4. Was the information you found helpful? Before buying a new or used car, would you consider using this web site to find more information about a particular car or payment options?
5. What are some of the features of this web site you found most interesting/helpful? Least interesting/helpful?

Living On Your Own....

Name: _____ Class: _____

DIRECTIONS: Complete the following online assignment; be sure to read all the directions.

1. You are planning to move to another city and share an apartment with a friend. Decide how many bedrooms you need/want. _____
2. **Your monthly income is \$1500.** Decide now how much you are willing to spend on your apartment. (this cannot be more than 30% of total income) _____
Amount you will be responsible for (all, 1/2): _____
4. **Log on to the computer.** On the Internet go to : www.rentnet.com. Click on “Apartments and Rentals”.
5. **Choose 2 cities/states you would be willing to move to:** (avoid New York, NY information as information is limited unless you pay a fee.)

City/State # 1: _____

City/State # 2: _____

6. **After selecting the number of bedrooms, your desired price range, and choosing your apartment, evaluate the following apartment features:**

Apartment Name: _____

Address of the apartment: _____

Rent: _____ Deposit: _____ Pets: (Y / N)

Lease Terms: _____

Description/sq. footage: _____

Sketch of apartment/floor plan:

Special features (i.e. pool, tennis courts, elevator, doorman, wheelchair accessible, etc.):

7. **Go to “Rental Application”**. Besides general personal information (i.e. name, address, drivers license) and employment information, what other information must you include?

8. Given the information provided about each apartment, which city would you choose to live in? Why? Be specific.

9. Was the information you found on this web site helpful? Before renting an apartment, would you consider using this web site to find more information about moving and renting apartments?

10. What are some features of this web site you found most interesting/helpful? Least interesting/helpful?

Making a Budget

DIRECTIONS: Hand out the activity sheet, “How to Make a Budget”. If possible, have students complete this worksheet in male/female pairs so they can see more clearly the gender differences in financial issues.

TEACHER NOTE: Because living expenses vary so greatly from location to location and year to year, there are no specific estimated costs. You will find it helpful to list your personal costs or an estimate for your area before giving this lesson. Exact costs are not the point of this activity. The objective is to get the students to communicate about financial concerns with a member of the opposite sex. It is very enlightening for students to discover how much (or little) they know about the financial obligations and costs of running a household. The importance of having a **flexible** budget should also be emphasized.

Students may find it difficult to decide what monthly costs for some items will be (electricity, natural fuel, etc.). If this lesson lasts one day only, look at their living conditions (size of home, etc.) and give them an estimated cost. However, it is more effective if this lesson lasts two days. Students can then go home and discuss costs with their parents/guardian or make calls to get exact amounts.

Show the transparency “Possible Budget Items”. Inform students that the items with an “ * ” are required budget items. Have students complete the assignment.

DISCUSS:

- How did you do?
- If your “TOTAL” answer is a negative number, you will have to rethink some of your expenses or find a better paying job. Would you rather do what you really love as a career and spend less money or would you rather change careers to meet your financial needs?
- How can budgets be adjusted so that expenses match income?
- Ask for examples of people who have changed their jobs to meet their family needs or who have compromised their lifestyle in order to stay in the job they love.

Possible Budget Items:

- * Auto – fuel and maintenance or transportation
- Birthdays/other gifts
- Cable TV
- Car payment
- Clothing
- Clubs / organizations
- Cosmetics
- Credit card or loan payments
- Donations
- Eating out
- Education
- * Electricity
- Entertainment
- * Food
- Hair cuts / styles
- Hobbies
- Holidays
- Home interior updates
- * House payments / rent
- Household supplies (cleaners, paper products)
- Insurance
- * Medical bills
- * Medication
- * Natural Gas
- Books / magazines, etc.
- Pet care
- Phone
- Savings
- Schooling

amount (Christmas, birthdays, vacations, insurance, etc.). Example: If car insurance is \$180 for 6 months, this = \$30 per month.

Now, total the budgeted amounts for **all** the items on your list. Place this amount in the space, "OUTGOING MONTHLY EXPENSES".

OUTGOING MONTHLY EXPENSES: _____

ADD 25% TAXES *: _____

TOTAL EXPENSES: _____

To figure your monthly income, complete the following information:

His / Her job title: _____

His / Her job title: _____

	<u># of Hours</u>	<u>x</u>	<u>Hourly Wage</u>	<u>=</u>	<u>Weekly Income</u>
Him / Her	_____	x	_____	=	_____
Him / Her	_____	x	_____	=	_____

TOTAL WEEKLY INCOME: _____
x 4

TOTAL MONTHLY INCOME: _____

To see if your income will cover your expenses, do the following:

Place the total of your monthly income in this space: _____

Place the total of your expenses in this space, then
Subtract: _____

TOTAL: _____

*The average American spends approximately 25% of his/her income on taxes. This includes income and sales tax.

SURPRISE!!

1. Your car breaks down and it costs \$300.00 for the repair bill.
2. Your fall off a ladder. It costs \$150.00 for the stitches.
3. You get a \$100.00 bonus at work because you had a great idea that will help the company save money.
4. You get a raise of \$50.00 a month.
5. OOPS! You got an \$80.00 speeding ticket.
6. Your washing machine broke down. It will cost \$100.00 to fix it. The repairs take two weeks.
7. Your favorite aunt died. She left \$5000.00 to you in her will.
8. You've had several car accidents, which have resulted in an increase of \$30.00 a month in your insurance.
9. Ouch! You broke your leg! The bill is \$3,500.00. The insurance company will pay 80% of the bill, but you must pay the rest (\$700.00).
10. Your grandmother died. The funeral will be held in Miami. It costs \$350.00 for plane fare.
11. You are awarded \$1000.00 because you just won the lottery.
12. Wow! You forgot to balance your checkbook last month and bounced four checks. The service charge is \$15.00 for each check that you bounced.
13. Your rent increases \$40.00 per month.
14. Your elderly parents need a \$1000.00 loan.

Surprise!!!

Name: _____ Class: _____

DIRECTIONS: Draw three “surprises” out of the bag and describe how you might handle each.

Situation # 1:

How does the new situation affect your monthly budget?

List three possible solutions to adjust your budget:

How will you adjust your budget to handle the new situation?

Situation # 2:

How does the new situation affect your monthly budget?

List three possible solutions to adjust your budget:

How will you adjust your budget to handle the new situation?

Situation # 3:

How does the new situation affect your monthly budget?

List three possible solutions to adjust your budget:

How will you adjust your budget to handle the new situation

Show Me the Money!

NAME: _____ Class: _____

DIRECTIONS: Using a calculator or the spaces provided, calculate the following problems.

1. Using your best estimate, how much money would you need for take home pay (net) each month to afford monthly rent and all other associated living costs (utilities, food, etc)?

2. On a separate piece of paper, write down at least five skills or talents that you possess. Using your skills list and a newspaper, find a job you would ACTUALLY be willing to take within the next year. What job did you choose? How much does it pay?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

JOB: _____ PAY: _____
 JOB: _____ PAY: _____

3. Is the pay hourly, weekly, or salary? _____ If it is an hourly wage, assume you will be working 40 hours a week. What is your weekly earnings? _____
 (Hourly wage x 40 = week wage)

What is your monthly wage (**gross income**)? (Weekly wage x 4 = monthly wage)

What is your yearly wage? (52 x weekly wage = yearly wage) _____

4. Don't forget taxes, retirement, etc. First, divide your monthly salary into 1/3's.
 (\$300.00 per month divided into thirds is \$100.00)

Next, subtract THIS ONE THIRD number (\$100.00) from the monthly total which was your gross income. This new number is your **net income**.

Activity 33

Bean Game

Objective: participants (hypothetical family members) explore and make financial decisions, developing a spending plan based on identification of individual values which emphasizes the need for compromise with other family members.

Number of Participants: 2 – 6

Directions:

1. If you are teaching more than six people, form small groups of three-to-five people. Each group should consider itself a family, defining its structure and ends as the game proceeds.
2. Give each group a set of game cards and twenty beans.
3. Tell each group to go through the cards and select the one choice for each category, placing a bean in each box. The number of boxes indicate how many beans that choice costs.
4. Group members may change their minds about the number of beans to spend on a category as they go through the game cards. Beans can be moved around until the group comes to a final set of choices, but group members must come to an agreement about how beans are spent.
5. Group members may think of situations not covered by the game card categories and add their own. They may also spend more or fewer beans than suggested for a particular item if they can justify their reasons. Group member can discard any cards that they do not intend to use.

Play:

- Present the activity as an opportunity to practice budgeting without spending a dime. Instead, participants will receive a twenty-bean budget to spend.
- After group members have decided how to spend their twenty-bean budget, give them a new scenario: one family member just lost his or her job, so their budget is now thirteen beans. Instruct groups to go back to their game cards and adjust their spending to that level. Each group should return seven beans to you after making new choices. Remind group members that they must come to agreement on their final choices.
- You can conduct the game on an individual or small group basis. It can be used most effectively with small groups to teach about the variations in personal values as well compromise.

Discussion:

After the game is completed, use the following list of sample questions and key points to discuss the activity.

Questions:

1. If you had played the game on your own, would the beans have been spent differently? Why?
2. Compare your decisions to those of other groups. How similar or different were the choices? How did the values, goals, and past experiences of group members affect choices.
3. Did any groups include savings in their budgets? In which round?
4. When you cut back to a thirteen-bean budget, did you change some of your choices to use non-money resources such as time, skills, or community services instead of spending beans for that category? Share examples.

Key Points

1. **Budgets are based on choices you make using your values, goals, and available resources.** A budget based on someone else's formula (percentages, average costs, etc.) is doomed to fail.
2. **Most of us have to work with other people, usually family members, in setting up a budget.** Because our values and goals may differ in content and priority, conflict over spending choices is common. As you demonstrated during the game, shared money management decisions require negotiation, compromise, and regular communication.
3. **Money is a limited resource. Spending choices require tradeoffs.** Therefore, it helps to see the big picture in order to make clear, thoughtful choices. Comparing choices also clarifies needs versus wants, and insures that needs are given spending.
4. **Even the best budget plans can be changed by an emergency or crisis, such as reduction in income.** Spending plans must be flexible enough to allow for the unexpected. An emergency fund provides a cushion to cover crisis-related expenses.

Teaching Tips:

Be sensitive to the needs of the students as you teach this lesson. Vary the way the game is played to help participants succeed. For example, if you feel a group would be overwhelmed with the choices in thirteen spending categories, use those most relevant to its resource situation. Be sure to reduce the number of beans in the budget accordingly.

NAME _____ DATE _____

THE WRITTEN LEASE

Pretend that you have signed a lease. Review the lease for answers to the following questions.

1. According to the lease, what might happen if you damage the landlord's property?
2. What is the landlord required to provide you if your security deposit is withheld because of damage to the apartment?
3. You decide to move when your lease expires. What condition must you leave the apartment in when you move?
4. The roof leaks and damages your television. Is the landlord responsible for the damage to your television?
5. You find that paying the rent and other expenses are more difficult than you had expected. Can you get a roommate to move in and share expenses with you?
6. Can you paint and paper the walls?
7. Can you install partitions in your living room?
8. Can you install new locks on the doors?
9. Can you place campaign signs in your windows?
10. Are you allowed to have a waterbed?
11. Can you give piano lessons in your apartment?
12. Are you allowed to have a barbecue on the balcony?
13. Are you allowed to keep a dog?
14. When and under what circumstances must you allow your landlord free access to your apartment?
15. Your bicycle is stolen from the storage room. Is your landlord liable?
16. Under the terms of the lease, what are the possible consequences if you move out before the lease expires?
17. Under the terms of the lease, what are the possible consequences if you fail to pay your rent?

Activity 35

18. Under the terms of the lease, what are the possible consequences if you fail to comply with the terms of the lease?

Apartment Visit



Name: _____ Period: _____

(Using the Apartment Evaluation Form below, compare the three apartments visited.)

	Apartment A	Apartment B	Apartment C
Apartment Name			
1. What is the monthly rent?			
2. Does rent include utilities? If not, what is the expected amount of utility bill?			
3. Number of bedrooms?			
4. Is a security/cleaning deposit required? Is it refundable?			
5. What is the payment schedule? a) First and last month's rent b) Full amount c) Monthly			
6. Are pets allowed? If so, what kind?			
7. Your impressions of the manager.			
8. Is the entrance well lit and protected from the outside?			
9. Are floors and carpets attractive and clean?			
10. Are the appliances clean and in good working condition?			
11. Is there enough storage space?			

12. Are washing facilities provided?			
13. What other services and facilities are available? a) Recreation room b) Pool/Hot tub c) Computer room d) Exercise room			
14. What are 4 of the most common Problems that exist? A. B. C. D.			
15. Would you rent here? Why or why not?			

M&M Career Game

I do this activity to introduce the Career unit. This gets the students talking and thinking about careers. It is very similar to the game students have played before with get to know you questions.

Set-up – buy a large bag of M&M's. I usually use a small custard cup (1 cup) per group of 5 or 6 students. Have students get into groups of 5 or 6 and then divide the candy for each group.

Directions – Each student will choose three M&M's of different colors. They will NOT eat them until they have answered a question from the chart. They will share their answers with the rest of their group.

If they choose a . . .

Yellow – a hobby or *interest* you have that could lead to a career.

Red – a personal goal that can help you reach your career.

Green – a fact about money that relates to careers.

Orange – A dream job!

Brown – a career or careers you are interested in

Blue – Select any color

*You can write the questions on the board or make a poster.

*The students can divide the rest of the candy in their bowl among their group and eat them while they are listening to each other share answers.

“YOU ARE THE BOSS” ACTIVITY

SCENARIO:

You have just been promoted to the store manager and have been told that if your store does well under your supervision, you will get a raise and a promotion as district manager. How would you deal with the following situations?

1. You have 8 departments in your store you have employed. Eight opening area clerks who set up the eight cash registers and prepare their area before the store opens. Three of these area clerks rarely come to work on time and often show up to 15-20 minutes late. Due to this problem you often have to count their tills (cash registers) for them and which puts you behind on your work. They make excuses everyday. How do you deal with this problem? What would you do if it continued?
2. Four of your employees have been taking 50 minute lunches instead of the 40 minute lunches allotted. The other employees who are on the second lunch shift are complaining about the fact that the four late employees make it so they have to take a later lunch. What should you do?
3. You find that two of your employees are often on the phone talking to friends and ignoring customers when you make your surprise rounds. What do you do?
4. You have an employee that has been dressing in levis, which is too casual for your store. You feel they should dress more professionally. How do you address the situation?
5. You have a customer call and complain that while they were shopping. They overheard two employees swearing a lot. They state that they were offended. You confront the employees about this and they state that it is a free country and they can say what they want! Explain how you should handle this situation.
6. One of your employees has a girlfriend who comes and talks to him all the time while he is working. You do feel that his work is not getting done when she is there. How do you deal with this situation.
7. You overhear a couple of employees making fun of you as a manager. What should you do?
8. Two of your employees smoke and lately they have been disappearing from their floor for short periods of time, you catch them taking extra smoke breaks. What do you do?
9. You find an employee eating food behind her counter. They have been told that no food is to be brought on the floor. You ask her not to bring food on the floor and she complains that she never has time for breakfast.

10. Inventory has arrived and it has to be on the floor by the time the store closes as the big sale starts early in the morning. You assign all your area cashiers to get the clothes out by night. You assign all your area cashiers to get the clothes out by night. During the day you find many of them laughing and gossiping instead of working. When it is time to go home you find that 1/3 of the merchandise is still in the back. What do you do?
11. When it comes time for raises and promotions, what kind of traits would you look for when choosing those who you want to promote?

Contributed by Rebecca Bird, Pocatello High School

Who
Am I?

Hello

Who
Are
You?

My name is _____
My occupation is _____
My education is _____
I have _____ vacation days a
year, and I have _____ hours of leisure time

Visiting with my neighbors. I've made some interesting
discoveries about other occupations. Namely . . .

NAME

OCCUPATION

_____, makes more money than me.

_____, makes less money than me.

_____, has more education than me.

_____, has less education than me.

_____, has more leisure time than me.

_____, has less leisure time than me.

_____ has the same amount of vacation as me.

_____, studied two subjects I did.

_____, has a different work schedule than me.

CIS

(Career Information System) Scavenger Hunt



Getting Started:

*Type in the website www.idahocis.org

*Enter your CIS user name (madcats) and password (careers05) and click the sign in button.

*Begin at the eCIS homepage.

- Create, “My CIS Portfolio.” Refer to upper right blue font on homepage.
- Set up password and personal information.

Personal Real World Activities:

- Begin by taking the IDEAS ASSESSMENT : Print
- Complete the Reality Check on the home page and save the results: Print
- Staple your results and place into your folder.

Scavenger Hunt

- **Add to your folder the following.** (Fill in information in each folder and be specific.)

- ☐ Personal Information
- ☐ Education History
- ☐ Work History
- ☐ Skills and Achievements
- ☐ Workshops and Training
- ☐ Employment Objectives
- ☐ References

Once you have done each thing have the teacher come and sign you off

- **Create Resume**

- ☐ Format Resume and type in information about your life up to this point. Select which resume format you would like and print off your resume and place in your folder.

- **Search and add the following to you folder.**

- ☐ 1 possible career choices
- ☐ Wages earned for your career choice above (add to the information window)
- ☐ Employment information for your career choice (add to the information window)
- ☐ List 4 things to consider for your chosen career
 - 1) _____
 - 2) _____
 - 3) _____
 - 4) _____

- Perform a National School Sort using one career choice. List 2 schools chosen.
- Search for 2 possible Idaho College of your choice. List the 2 schools chosen.

- Place this paper in your folder with the information included.

CIS Reflection Paper

Now that you have spent some time in CIS and have found out different career options that suite you best, you will now gather all your information together. You will now need to write a paper about the chosen career choice. The paper must include:

- *Your chosen career
- * The annual salary for the career
- *In detail describe-
 - *The training/schooling required
 - *Type of work environment
 - *Helpful high school courses
 - *Some common activities in this career
 - *Employment outlook for this career.

*Choose 1 school of your National School Sort and explain the following details about that school.

- *School setting- setting, campus size
- *Type of School- University, State, Private, Public??
- *3 Facts under student life
- *3 Facts under Campus Housing
- *The website where you need to apply
- *Application Deadlines and Fees
- *What exams this school requires (ACT, SAT??)

Go to this schools website and look around, then write about one thing you really seemed to like or dislike about this school based on the website.

Place your reflection paper in your folder.

My Life

Grief and Loss Video Assignment

Video: *My Life*. Starring Michael Keaton & Nicole Kidman. 1994. 117 min. rated PG

NOTE: It may take 2-3 days to watch the video

While watching the video, have students observe and record the following (see worksheet):

- List the grieving behaviors Bob Jones displays.
- Describe the feelings you observed in Bob's wife through the movie.
- What was the message of the movie?
- Be prepared to develop an essay identifying the steps you might take to show your support to his wife and child.

My Life Video Assignment

Name:_____ Class:_____

While watching the video, complete the following questions.

1. List the grieving behaviors Bob Jones displays.

2. Describe the feelings you observed in Bob's wife through the movie.

3. What was the message of the movie?

***Turn in this sheet and then begin developing an essay identifying the steps you might take to show your support to his wife and child.

Shaken Baby Syndrome

Name: Shaken Baby Syndrome/Abusive Head Traume

Curriculum Area: Parenting

Grade Level: 10-12

Author: Deb Roberts

Objective: Students will be able to describe ways to handle a crying baby and how to prevent Shaken Baby Syndrome.

Instructions/Procedures:

1. Use PowerPoint to introduce topic of SBS/AHT.
2. Profile of a Perpetrator-
 - Have a discussion about who would be a perpetrator of Shaken Baby Syndrome. Have students give their opinions.
 - **Teacher Info:** There is no profile of a SBS/AHT perpetrator – people shake children. Many of us could not imagine the horror of a Shaken Baby Syndrome/Abusive Head Trauma diagnosis in a child we love. We wouldn't be able to comprehend WHY it happened. We could not imagine that someone we trusted to care for our child could possibly hurt our baby. As hard as it is to imagine that someone we trusted, and most likely loved, has hurt our baby, it is important to remember that at the present time, experts have not identified a “profile” of a perpetrator. It is important to remember that people shake children and most often there are no indicators to tell us that the person is capable of losing their composure to such a horrific degree. Perpetrators can be male or female and from any ethnic, socioeconomic, or religious group. Because Abusive Head Trauma is typically a crime of isolation, there are usually no witnesses.
 - Tell your own story about babysitting
 - Share local news stories of SBS cases
3. Have students share stories about when they have been around constant crying.
4. Continue with PowerPoint to cover topic of SBS/AHT/Show video clip from Florida News- Dr. Neil Kanterman Segment on Shaken Baby Syndrome
5. Reader's Theater Activity: Get student volunteers to dramatize “Portrait of Promise”
6. Continue with PowerPoint for discussion of #1 cause of SBS-Crying.
 - Types of Cries
 - Introduce Periods of Purple Crying Campaign – purplecrying.com
 - Journal Entries- A Mother's Story of Surviving a High Crier
 - Video Clip: Why is He Always Crying When I Get Home
7. Purple Crying Activity:

Have students count off by 6's and divide up into groups. Have each group research what their assigned letter in PURPLE means using the brochure and brainstorm 5 specific ideas of how to soothe an infant. While students are discussing, turn on computer baby to simulate crying. Discuss student's feelings while trying to work with a crying baby- Did they feel frustrated? Irritated? Angry?

Activity 41

Egg Baby

Debilyn Janota, St. Mary Grade School; Stayton, OR
Social Studies/Religion/Science

OVERVIEW: The purpose of this project is to allow you to experience some of the responsibilities that are involved in the care of human “babies”. The following guidelines are laid out in your success in this activity.

OBJECTIVES:

1. The student will be able to express in writing feelings and conditions of being a parent.
2. The student will express the positive/negative experiences verbally.
3. Identify responsibilities that parents have in taking care and raising children.
4. Describe the process of preparation in planning and creating their “egg” human babies.

RESOURCES/MATERIALS: Blown egg/eggs, imagination and creativity of design and money for babysitting if needed.

ACTIVITIES AND PROCEDURES:

1. The project begins on Monday, at the beginning of social studies class and ends Friday of the same week at the end of class. Each day at the beginning of class there will be an “egg” check worth 10 points. Your “egg” must remain in good condition. (These checks total 50 points. Thus, you need to take this seriously!)
2. Remember these are your children. They are very young and can never be left unattended. If you must leave them during this activity for any reason, you must secure “egg” care for them at the rate of 20 cents per hour. (“Egg sitters” – I would suggest payment in advance for any care.)
3. You will receive 10 points for your parent’s signature on the bottom of this form. By signing this form, your parents are indicating that they have read it and are ready to assist you as “egg” grandparents.
4. On the last day of this project, class time will be given for a written evaluation of your experiences during this time. The title for this will be “Egg Baby – What did I Learn from Caring for Mine?” This will be worth 0 points of your total and needs to be stapled to the back of this form.
5. This form must be with your “egg” during each check and must be kept in a neat, clean, unwrinkled condition. This is worth 5 points of your total score.
6. Please remember, Mrs. Janota is not an unreasonable person. (Well... at most times she isn’t unreasonable.) If you run into any difficulties or problems during the course of this project, please come and talk to her.

Egg Check #1	3/15	_____	points (10 possible)
Egg Check #2	3/16	_____	points (10 possible)
Egg Check #3	3/17	_____	points (10 possible)
Egg Check #4	3/18	_____	points (10 possible)
Egg Check #5	3/19	_____	points (10 possible)

Life's Goals INTERRUPTION

One of the concerns often expressed about death is that it interrupts the achieving of one's goals for life-that is, people feel that they will die with goals left unaccomplished. These goals can vary from person to person, but the feeling of interruption by death is fairly common. This activity will help you recognize the feelings you have and organize your life so that your goals are accounted for as follows.

Complete the chart by putting goals or accomplishments you would like to reach in each decade – be ready to discuss!

DECADE:

GOALS (1-3)

0~10_____

11~20_____

21~30_____

31~40_____

41~50_____

51~60_____

61~70_____

71~80_____

81~90_____

91~100_____

Older Adult Lab

One-Bowl Chocolate Cake

Assignment: To simulate individually, what it is like to be an “older adult” and the struggles they face every day. Each person within the class will individually complete the first three steps prior to mixing up a cake and will continue with the simulation throughout the class. After completing these steps, you will follow and complete the recipe as given. **Do not remove any of the items from your body until the end of class!** Write a one page paper about today’s experience preparing the Chocolate Cake as an “older adult”.

1. **With approximately two 7-8 inch pieces of masking tape, tape three knuckles on each hand tightly together. (Dexterity)**
2. **Each person takes one cotton ball and cuts it into two pieces. Stick each of the halves into a separate ear. (Hearing)**
3. **Take a pair of glasses with a very thin layer of shortening on the inside of the lens. (Vision)**

Once the cake is mixed up, begin to work on your paper.

One-Bowl Chocolate Cake

1 ½ cup flour
1 cup sugar
¼ cup baking cocoa
1 tsp. baking soda
½ tsp. baking powder
¼ tsp. salt
½ cup vegetable oil
½ cup buttermilk
1 egg
½ cup water

In a large bowl, combine dry ingredients. Stir in oil, buttermilk and egg. Add water and stir until combined.